

Orange County Public Schools

Pine Hills Elementary



2019-20 School Improvement Plan

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Pine Hills Elementary

1006 FERNDILL RD, Orlando, FL 32808

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

Demographics

Principal: Fredrick Brooks

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (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
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: D 2014-15: F 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our student to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in our nation.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Brooks, Fredrick	Principal
Principal	
Smothers, Latonya	Assistant Principal
Assistant Principal	
Campbell, Toyka	Instructional Coach
Instructional Coach	
Gooden, Khelia	Attendance/Social Work
Attendance/Social Work	
Hurdle, Charisse	Instructional Coach
Instructional Coach	
Frederick, Courtney	Instructional Coach
Instructional Coach	
Jones, Antwanette	Instructional Coach
Instructional Coach	
Jones, Vilma	Instructional Coach
Instructional Coach	
Marr, Naema	Other
Other	

Early Warning Systems

Current Year

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	118	116	116	139	135	126	0	0	0	0	0	0	0	750
Attendance below 90 percent	28	26	14	27	18	20	0	0	0	0	0	0	0	133
One or more suspensions	2	6	3	4	6	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	30	34	18	11	14	8	0	0	0	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	66	57	54	0	0	0	0	0	0	0	177

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		9	17	3	27	19	20	0	0	0	0	0	0	95

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	1	0	27	0	0	0	0	0	0	0	0	28
Students retained two or more times		0	0	0	0	0	2	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

45

Date this data was collected or last updated

Monday 7/29/2019

Prior Year - 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
Attendance below 90 percent	25	25	23	20	12	16	0	0	0	0	0	0	0	121
One or more suspensions	2	2	0	1	2	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	30	26	5	5	7	2	0	0	0	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	41	41	29	0	0	0	0	0	0	0	111

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	13	10	1	16	13	10	0	0	0	0	0	0	0	63

Prior Year - 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
Attendance below 90 percent	25	25	23	20	12	16	0	0	0	0	0	0	0	121
One or more suspensions	2	2	0	1	2	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	30	26	5	5	7	2	0	0	0	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	41	41	29	0	0	0	0	0	0	0	111

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	13	10	1	16	13	10	0	0	0	0	0	0	0	63

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	57%	57%	42%	56%	56%
ELA Learning Gains	55%	58%	58%	57%	55%	55%
ELA Lowest 25th Percentile	50%	52%	53%	56%	48%	48%
Math Achievement	51%	63%	63%	56%	63%	62%
Math Learning Gains	59%	61%	62%	62%	57%	59%
Math Lowest 25th Percentile	50%	48%	51%	57%	46%	47%
Science Achievement	50%	56%	53%	43%	55%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	118 (0)	116 (0)	116 (0)	139 (0)	135 (0)	126 (0)	750 (0)
Attendance below 90 percent	28 (25)	26 (25)	14 (23)	27 (20)	18 (12)	20 (16)	133 (121)
One or more suspensions	2 (2)	6 (2)	3 (0)	4 (1)	6 (2)	4 (0)	25 (7)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Course failure in ELA or Math	30 (30)	34 (26)	18 (5)	11 (5)	14 (7)	8 (2)	115 (75)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	66 (41)	57 (41)	54 (29)	177 (111)

Grade Level Data

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

NOTE: 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
03	2019	29%	55%	-26%	58%	-29%
	2018	37%	55%	-18%	57%	-20%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	39%	57%	-18%	58%	-19%
	2018	38%	54%	-16%	56%	-18%
Same Grade Comparison		1%				
Cohort Comparison		2%				
05	2019	41%	54%	-13%	56%	-15%
	2018	37%	55%	-18%	55%	-18%
Same Grade Comparison		4%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	62%	-10%	62%	-10%
	2018	55%	61%	-6%	62%	-7%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	52%	63%	-11%	64%	-12%
	2018	47%	62%	-15%	62%	-15%
Same Grade Comparison		5%				
Cohort Comparison		-3%				
05	2019	39%	57%	-18%	60%	-21%
	2018	50%	59%	-9%	61%	-11%
Same Grade Comparison		-11%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	54%	-9%	53%	-8%
	2018	39%	53%	-14%	55%	-16%
Same Grade Comparison		6%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	9	39	45	34	39		9				
ELL	25	47	50	50	64	55	26				
BLK	39	55	48	53	60	49	53				
HSP	44	48		42	46		27				
FRL	39	56	49	51	59	49	46				

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 2015-16	C & C Accel 2015-16
SWD	13	47	46	27	63	50					
ELL	31	42	36	45	47		23				
BLK	40	55	58	55	64	59	41				
HSP	47	74		59	57		50				
FRL	41	58	56	57	62	58	43				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
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	65
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that performed the lowest was in the area of third grade English Language Arts (ELA). In the 2017-2018 school year, third grade students scored 37% in ELA achievement. In the 2018-2019 school year, third grade students scored 29% in ELA achievement, an 8% decrease. Students entering into third grade were deficient in Reading comprehension skills, vocabulary and Reading oral fluency which were the contributing factors to last year's low performance.

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

The data component that showed the greatest decline was in the area of fifth grade math achievement. In the 2017-2018 school year, fifth grade students scored 50% in math achievement. In the 2018-2019 school year, fifth grade students scored 39% in math achievement, an 11% decrease. Teacher knowledge and understanding of differentiated instruction was limited.

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

The data component with the greatest gap for the 2018-2019 school year in comparison to the state average, was in the area of third grade ELA achievement. Third grade students at Pine Hills scored 29% in ELA achievement compared to the State average at 58% in ELA achievement, a gap of 29%. Teachers require additional support with delivering rigorous, standards-based instruction.

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

The data component that showed the most improvement was in the area of Science achievement. In the 2017-2018 school year, fifth grade students scored 39% in Science achievement. In the 2018-2019 school year, fifth grade students scored 45% in Science achievement, a 6% increase from the previous year. Teachers focused on building students' content knowledge through small group instruction and extended learning opportunities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Level 1 on statewide assessments
Attendance below 90%

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

1. Increase achievement for students with disabilities sub group
2. Increase proficiency in ELA/Math
3. Increase bottom 25% in ELA/Math
4. Implement a Positive Behavior Program

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reduce Negative Student Behaviors
Rationale	During the 2018-2019 school year, the amount of student referrals significantly increased as a result of poor classroom management.
State the measurable outcome the school plans to achieve	By training staff on the implementation of the school-wide positive behavior support system and CHAMPs classroom management program will reduce the amount of discipline referrals, thus increasing student achievement. .
Person responsible for monitoring outcome	Latonya Smothers (latonya.smothers@ocps.net)
Evidence-based Strategy	The behavioral team will monitor discipline calls by having the front office log every call to the discipline team. The discipline team will meet weekly to discuss trends. The discipline team will circulate the hallways and classrooms to ensure CHAMPS is being implemented with fidelity. Based on the information collected teachers will be given an opportunity to attend professional development on CHAMPS.
Rationale for Evidence-based Strategy	Positive Behavior Support (PBS) helps teachers create a positive school environment through the use of proactive strategies that define, teach and reinforce appropriate behaviors CHAMPS helps teachers develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a strong discipline team that proactively monitors data 2 .Provide several Professional Development opportunities on CHAMPS and Positive Behavior Support System 3. Track discipline and meet with the discipline team weekly and discuss students' academic data as it relates to discipline issues
Person Responsible	Latonya Smothers (latonya.smothers@ocps.net)

#2	
Title	Increase Proficiency in Reading and Math
Rationale	Teachers will use collaborative lesson planning to focus on standards-based instruction and implement close reading strategies (through the DPLC) to improve teacher proficiency and student achievement.
State the measureable outcome the school plans to achieve	By collaboratively planning and implementing strategies learned at the DPLC, the intended outcome is increasing student proficiency in all grade levels in ELA and Math in the 2019-2020 school year. We will increase overall proficiency on FSA ELA from 40% to 45%. We will increase overall proficiency on FSA Math from 51% to 65%.
Person responsible for monitoring outcome	Fredrick Brooks (fredrick.brooks@ocps.net)
Evidence-based Strategy	Students interact in small groups and utilize effective conative skills necessary for collaboration to practice and deepen knowledge. Students systematically engage in processing content to generate conclusions through collaborative interactions with other students.
Rationale for Evidence-based Strategy	Students use of conative skills necessary for understanding and interacting with others allows students to strategically extend learning by enhancing procedural skills and deepening knowledge In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content. Students must be skilled at generating valid conclusions based on content in order to support future analytical thinking and enhance comprehension. Students use of these processes deepens their understanding of content knowledge and enhances their long term retention and problem-solving abilities related to critical content.
Action Step	
Description	1. Teachers will use collaborative lesson planning to focus on standards-based instruction 2. Implement close reading strategies (through the DPLC) to improve teacher proficiency and student achievement. 3. Teachers will plan for students' interaction in small groups to utilize effective conative skills necessary for collaboration to practice and deepen knowledge. This will include how students systematically engage in processing content to generate conclusions, generate inferences, and analyze similarities and differences through collaborative interactions with other students.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

#3

Title Increase Learning Gains and Learning Gains in the Lowest Quartile in both Reading and Math.

Rationale There was a decrease in the ELA Lowest 25% scores by 6 percentage points and Math Lowest 25% by 7 percentage points.

State the measureable outcome the school plans to achieve By collaboratively planning and implementing assessment and progress monitoring strategies learned from weekly PLCs, there will be an increase by 20% in the measurable outcomes in the areas of ELA and Math of the lowest 25% from 50% to 70% in both areas.

Person responsible for monitoring outcome Fredrick Brooks (fredrick.brooks@ocps.net)

Evidence-based Strategy Progress monitoring will be used as an evidence-based strategy to help teachers grasp a clear understanding of their students' data and to make a determination of whether their students are making adequate progress. (understanding of a standard). Common planning will be used as an evidence-based strategy to help teachers collaboratively plan rigorous intervention and small group lessons to maximize instructional time and to plan targeted instruction, iReady and interventions. Strategies will be monitored through teacher observation. .

Rationale for Evidence-based Strategy Progress monitoring helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. Progress will be analyzed through core common assessments, daily formative assessments, and teacher observations. Common planning sets a structure for teachers to draw support from each another and they can coordinate tasks that allow each teacher to consistently measure student outcomes. The structure allows teachers to share and challenge ideas to determine the most effective instructional strategies and approaches for the students being served.

Action Step

Description

- 1.Administration and coaches will deliver PD on the creation of common assessments and progressing monitoring.
- 2.Teachers will have the opportunity to meet with their grade level coaches and teams to create common assessments.
3. Teachers will have the opportunity to meet with their grade level coaches to analyze common assessment data to align instruction, intervention, and materials to students' needs.
4. Teachers will implement small group instruction and interventions aligned to students' needs.
5. These actions will be monitored through data collection.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

During the 2019-2020 school year, Pine Hills Elementary School plans to incorporate incentives to help generate a positive school climate and culture which promotes student achievement.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Parents will be able to participate in meaningful curriculum based learning activities targeting reading, math, science, writing, and technology. Activities will provide an opportunity for parent(s) and guardian(s) to learn how to support their child at home and in school.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Pine Hills Elementary School has two regular Pre-Kindergarten (VPK) classrooms on campus, but we seek input from all the local preschool programs that feed into our school. We consistently work to establish a system of communication that will proactively give us academic, social/emotional, and behavioral data in an effort to proactively address any incoming preschool students' needs.

Furthermore, we host the Early Intervention Program at PHES. Training is provided to the families in the community on ways to support students at home in order to help them to be more successful.

At the end of the second semester, fifth grade students visit their assigned middle school. During this time, they tour the building and are oriented with the curriculum and extra-curricular activities provided by the school.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school leadership team includes administrators, Staffing Coordinator, reading coaches, Instructional Coach, and Math/Science Coach. Administration identifies personnel based on

experiences and leadership abilities and strategically place them in instructional positions where they will be most effective to meet the needs of all students. Teachers complete a MTSS request meeting form when students require Tier II or Tier III support. The initial meeting takes place following the receipt of the Meeting Request Form. Follow-up meetings are scheduled in three week intervals. The MTSS team consisting of the teacher, Staffing Coordinator, coach, Behavior Specialist and administration are responsible for ensuring that all students' academic and social emotional needs are being addressed. This includes reviewing student data, formulating plans to support the student, and follow-up with the classroom teacher to review the new data collected. The MTSS team provides on-going progress monitoring of student performance.

The school uses Federal Title I funds to provide instructional resource materials for teachers, hire staff, and provide VPK services and professional development opportunities. The methodology for coordinating and supplementing the federal, state, and local funds, services and programs is to support the at-risk and low performing students at Pine Hills Elementary School (PHES). PHES Homeless Coordinator works very closely with our homeless families, social worker, and the school registrar. SAI Funds are used to cover the cost of after school tutoring, Saturday school enrichment activities, and bus transportation for students. The Academic Tutoring Coordinator, coordinates the after-school and Saturday School program for targeted at-risk students from September through March. Additionally, she monitors student assessment data and collaborates with the school administrators regarding the impact on student achievement.

As mandated by the OCPS Food Services Department, nutritious meals are provided to our students through our school cafeteria breakfast and lunch program.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Pine Hills' MTSS team meets monthly focusing on core curriculum areas and tiered support that includes methods of instruction, school based-curriculum, and the classroom setting to continually increase student progress and achievement. The team focuses on disaggregation of data, grade level Tier III intervention , instructional pacing, and differentiated instruction. The team also evaluates the effectiveness of the interventions determining continued implementation or modification.

The instructional coaches provide and model best practices in instructional strategies in order to increase student achievement and assist with monitoring data. In addition, the instructional coaches provides professional development.

The Staffing Specialist assists in gathering data and working with the exceptional education teachers in tracking exceptional education student data as well as providing strategies, resources and materials for students making minimal learning gains in the regular education setting. The Staffing Specialist also monitors the progress and implementation of interventions and strategies school-wide and provides ongoing professional development.

The ESOL Compliance Teacher monitors the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain

ESOL compliant.

The School Psychologist provides historical data on students, assessment support when determined, assessment tools to gauge student progress as a result of interventions, intervention techniques and practices, and various intervention plans.

The Social Worker provides support (financial, medical, etc.) to identified students' families with various resources from a plethora of community agencies.

The Dean and Behavior Team work to provide support for identified students exhibiting behavioral concerns. They monitor student progress, behavioral interventions, and provide teachers with strategies, resources and professional development to increase student engagement and on-task behaviors.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Pine Hills provides a variety of professional development opportunities as well as parent workshops for both teachers and parents on a quarterly basis to improve the school/home relationship for grades 3-5. College spirit day will be celebrated throughout the year. Teachers will incorporate rigorous, relevant, differentiated opportunities in all content areas for all students in all classrooms to learn more about college and career awareness. We also participate in Teach-In annually. During Teach-In, Pine Hills brings in outside businesses, partners and civic organizations to expose students in a meaningful and engaging environment.