Pinewood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Pinewood Elementary School

1600 SW 83RD AVE, North Lauderdale, FL 33068

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

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.

At Pinewood Elementary our mission is:
To provide students with high quality standards-based instruction.
To develop & nurture independent, logical, critical and creative thinkers.

Provide the school's vision statement.

At Pinewood Elementary We Care, We Learn, We Achieve.
Student success is our WHY@

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
Valme, Josianne	Principal	To provide the leadership and management necessary to ensure the school improvement plan is implemented with fidelity and deliver high quality instruction to all students.
Policastro, Peter Anthony	Assistant Principal	Assist with managing and overseeing the implementation of the school improvement plan with fidelity.
Walker, Jasmine	Reading Coach	Provide coaching, support and feedback to teachers to enhance their instructional practices and increase the percentage of students reading on grade level.
Lopez, Maria	Other	Ensure ESE support services meet compliance requirements and all ESE students receive high quality instruction and interventions as indicated in their IEPs.
Norcutt, Amy	Teacher, K-12	Collaborate with teachers in grades K and 1 to assess and monitor Tier 2 and Tier 3 literacy intervention delivered with the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) program. Provide Tier 3 reading intervention to students in the Multi-Tier Systems of Support (MTSS) and Response to Intervention (RTI) process.
Gomez, Marjorie	Curriculum Resource Teacher	Provide Tier 2 intervention to identified students in grades 3-5. Serve as the school's ESOL (English Speakers of Other Languages) contact to ensure English Language Learners (ELL) are properly assessed and receive the appropriate services as mandated by the Meta-Consent Decree.
Valme, Cortney	School Counselor	Ensure all students have access to school-based services in life skills and wellness. She also facilitates MTSS/RTI meetings and serves as the liaison for critical services such as: Human Relations Council, No Place for Hate, 504, Homeless and Foster Care.
Tutein, Karen	Curriculum Resource Teacher	Provide curriculum support to teachers in the areas of math and science.

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.

All stakeholder groups are involved in the development of the school improvement plan. Student achievement results are discussed at faculty meetings, school-based leadership collaborations and data

analysis discussions. Parents engage in the school improvement process during school advisory council (SAC) meetings and during Title One parental involvement events such as Parent University.

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))

Students progress monitoring data will be discussed at regular data analysis discussions, faculty meetings, SAC meetings and other parental involvement events. Following analysis of student performance on progress monitoring assessments, the leadership team and other stakeholders will collaborate to revise the SIP as needed to maximize student performance outcomes.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems	

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	34	29	44	24	29	0	0	0	198
One or more suspensions	3	4	1	4	5	12	0	0	0	29
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	8	18	25	36	26	21	0	0	0	134
Level 1 on statewide Math assessment	1	16	27	29	26	39	0	0	0	138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	7	33	8	4	0	0	0	59

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	5	17	27	44	26	31	0	0	0	150

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	2	4	7	23	4	5	0	0	0	45
Students retained two or more times	2	3	4	0	2	3	0	0	0	14

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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	47	56	53	56	58	56	54		
ELA Learning Gains				63			61		
ELA Lowest 25th Percentile				51			67		
Math Achievement*	47	62	59	62	54	50	61		
Math Learning Gains				77			68		
Math Lowest 25th Percentile				58			50		
Science Achievement*	24	48	54	53	59	59	50		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	73	59	59	61					

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	243
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	48			
AMI				
ASN				
BLK	50			
HSP	55			
MUL				
PAC				
WHT	41			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	54			
AMI				
ASN				
BLK	60			
HSP	58			

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	71			
FRL	60			

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	47			47			24					73
SWD	39			41			21				4	
ELL	31			51							4	73
AMI												
ASN												
BLK	47			47			27				5	77
HSP	48			58							4	67
MUL												
PAC												
WHT	45			36							2	
FRL	45			45			23				5	69

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	56	63	51	62	77	58	53					61
SWD	47	54	40	59	67	46	43					
ELL	41	53		59	58							61
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	53	63	53	60	77	63	48					
HSP	54	54		61	71		50					
MUL												
PAC												
WHT	75			67								
FRL	56	62	59	61	76	59	50					57

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	54	61	67	61	68	50	50					
SWD	35	33		44	65		35					
ELL	50	68		61	71		39					
AMI												
ASN												
BLK	54	60	67	60	67	47	50					
HSP	48			69	80							
MUL												
PAC												
WHT												
FRL	51	61	72	60	68	50	43					

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	40%	56%	-16%	54%	-14%
04	2023 - Spring	50%	61%	-11%	58%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	53%	-8%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	62%	-12%	59%	-9%
04	2023 - Spring	52%	65%	-13%	61%	-9%
05	2023 - Spring	33%	58%	-25%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	23%	46%	-23%	51%	-28%

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.

40% of students in grade 5 scored a level 3 or higher on the 2023 FAST ELA assessment. Teacher turnover, newly adopted reading curriculum resources, newly implemented reading standards, a new assessment and the transition from paper-based to online testing proved to be a significant adjustment and contributed to a 9% decrease from 2022 FSA results.

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

In 2022, 49% of students in grade 5 scored a level 3 or higher on the FSA ELA test. In 2023, 40% of students in grade 5 scored a level 3 or higher on the 2023 FAST ELA assessment. Contributing factors include: teacher turnover, newly adopted reading curriculum resources, newly implemented reading standards, a new assessment and the transition from paper-based to online testing.

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.

When compared to the state average, the state's average scale score for grade 5 reading is 320 while the school averaged 293. This represents a gap of 27 points between the state and the school's average.

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

In 2022, 47% of students in grade 3 scored a level 3 or higher on the FSA math test. In 2023, the percentage of students scoring a level 3 or higher on the grade 3 FAST PM3 math test increased to 50%.

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

STUDENT ATTENDANCE - One-third of all students at each grade level were absent 10% or more days from school.
READING PROFICIENCY - Approximately 1/3 of all students in grades 3-5 scored a level 1 on the 2023 FAST PM3 ELA test.

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

1) High quality standards-based ELA instruction in all classrooms.
2) All students to receive daily writing and small group reading instruction.
3) Students in Tier 2 and Tier 3 receive SIPPS reading intervention.
4) Students scoring a level 2 on the 2022 PM3 ELA assessment to receive double-dose reading instruction.
5) Provide teachers with ongoing professional development.

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

#1. -- Select below -- specifically relating to
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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
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.)
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus

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

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

Student Attendance - At least 1/3 of all students at each grade level was absent 10% or more from school during the 2022-2023 academic year.

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

By May 2023, the percentage of students with 10% or more absences will decrease by 50%.

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

The school's attendance committee will collaborate to develop and implement an attendance plan designed to monitor student attendance, educate parents, and incentivize student regular attendance.

Person responsible for monitoring outcome:

Peter Anthony Policastro (peter.policastro@browardschools.com)

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.)

Monitor student attendance; Engage students and parents; Organize early outreach to families; Recognize and reward regular attendance; Develop programmatic response to barriers.

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

According to the information provided on AttendanceWorks.org: "Every day a student is absent is a lost opportunity for learning. Too many absences not only can affect achievement for the absent student but also can disrupt learning for the entire class. Attendance Works suggests five basic steps to address and reduce chronic absence in schools"

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus

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

Based on the 2023-2024 PM1 STAR Reading and STAR Early Literacy, the percentage of students performing at or above grade level is as follows:
KG = 54%
Gr 1 = 57%
Gr 2 = 60%
Students in grades K-2 will receive daily reading instruction aligned to the BEST standards during an uninterrupted block of 90-120 minutes using the adopted series Benchmark Advance and differentiated small group instruction. In addition, students' foundational skills were assessed, and identified students will receive TIER 2 and TIER 3 intervention using the SIPPS program. All teachers responsible for reading instruction will be trained on the Science of Reading.
Student data will be collected using periodic formative assessments and reviewed during data analysis discussions to determine student mastery of the standards and identify areas to remediate or stretch students' learning.
Students in grade 2 will also receive additional instruction and practice during extended learning opportunities before school, after school, and on Saturdays.

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

Based on the 2023-2024 PM1 FAST ELA assessment, 29% of students in grades 3-5 scored a level 3 or higher. The percentage of students in grades 3-5 scoring below a level 3 is 70%. Specifically: Grade 3 = 80%; Grade 4 = 70%; Grade 5 = 62%
Students in grades Gr 3-5 will receive daily reading instruction aligned to the BEST standards during an uninterrupted block of 120 minutes using the adopted series Benchmark Advance and differentiated small group instruction. In addition, students' foundational skills were assessed, and identified students will receive TIER 2 and TIER 3 intervention using the SIPPS program. All teachers responsible for reading instruction will be trained on the Science of Reading.
Student data will be collected using periodic formative assessments and reviewed during data analysis discussions to determine student mastery of the standards and identify areas to remediate or stretch students' learning. Additional resource teachers funded through Title One, will provide double-dose ELA instruction to students who require additional practice to improve their vocabulary and comprehension. Students will also receive additional instruction and practice during extended learning opportunities before school, after school, and on Saturdays.

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

By June 2024, 100% of students in grades K-2 will be on track to proficiency for their grade level.

Grades 3-5 Measurable Outcomes

By June 2024, 57% of students will score a level 3 or higher of the FAST PM3 ELA assessment.

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.

We will use ongoing progress monitoring to measure student progress in reading throughout the year using FAST testing, iReady Diagnostics, Benchmark Advance unit and STAR reading assessments. Teachers and leadership team members will engage in monthly data analysis discussions to identify areas in need of further growth and determine the most appropriate instructional strategies to maximize student outcomes.

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

Walker, Jasmine, jasmine.walker@browardschools.com

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?

Pinewood teachers will provide opportunities for students to strengthen their decoding and linguistic comprehension to become successful readers. As a result of the implementation of strategic plans developed by the school's literacy leadership team and teachers, as well as the district's K-12 Comprehensive Evidence-Based Reading Plan, targeted interventions will be implemented regularly to support academic growth, which is aligned to the B.E.S.T. ELA Standards and the core curriculum, Benchmark Advance.

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?

According to the district's K-12 CERP, the targeted interventions and core curriculum provided valid and reliable evidence for supporting a selected practice and or program. Efforts are made to address the identified needs in decoding, linguistic comprehension, and, ultimately, comprehension through evidence-based programs and practices. The practices and programs provided are proven effective for Pinewood's population.

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
1. Use and implement standards-based lesson planning 2. Monthly Data Analysis of progress monitoring assessments (FAST PM1-3, Benchmark Advance, Savvas) 3. Review ELA IFC, B.E.S.T. ELA Standards and clarifications 4. Offer targeted Professional Development based on student and teacher needs 5. Provide enrichment and remediation based on data analysis 6. Implement Broward's K-12 CERP interventions to support student's needs	Valme, Josianne, josianne.valme@browardschools.com

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 SIP will be discussed at all monthly School Advisory Council meetings and faculty meetings. In addition, we will share our progress through the city's local community publication and our school's monthly parent newsletter.

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))

Our school will host quarterly parental involvement events designed to equip families with the appropriate tools to support their students' academic development.

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)

All students will receive high-quality, standards-based instruction by a highly-qualified instructor. In addition, students will receive additional instruction via push-in/pull-out, and extended learning opportunities before and after school.

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))

Our SIP is supported with Title One funding.

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))

Our school offers mentoring programs such as the 5000 Male Role Model of Excellence. Furthermore, we mental health professionals such as a school counselor and social worker to support students with life skills and wellness.

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).

Pinewood Elementary implements a Multi Tiered Systems of Support to address students with academic and behavioral concerns.

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))

All teachers and teacher assistants at Pinewood Elementary receive professional development and take part in professional learning communities to expand their knowledge and enhance their professional practices.

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))

Pinewood Elementary hosts an annual Kindergarten Roundup to welcome all incoming kindergarteners. Furthermore, one kindergarten class is supported by a teacher assistant for students who need the extra support.