

Miami-Dade County Public Schools

Pine Villa Elementary School



2021-22 Schoolwide Improvement Plan

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Pine Villa Elementary School

21799 SW 117TH CT, Miami, FL 33170

<http://pinevilla.dadeschools.net/>

Demographics

Principal: Adam Pascual B

Start Date for this Principal: 7/2/2016

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: B (59%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Dade 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">97%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">100%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Our mission is to encourage an open, honest and positive climate comprised of passionate stakeholders. Through collaboration and support, we will empower each other with the common purpose of unleashing every child's potential to be successful lifelong learners in a digital society

Provide the school's vision statement.

Through the passion and commitment of our stakeholders, we will collaboratively work together to build a school culture that will empower our teacher quality, accelerate curricular expertise and promote shared sustained leadership, which will foster lifelong student success.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Pascual, Adam	Principal	<ul style="list-style-type: none"> -Provide leadership, direction and co-ordination within the school. -Develop and maintain effective educational programs within the school and to promote the improvement of teaching and learning. -Create an organization and or climate which fosters student and teacher growth. -Responsible for: (a) the detailed organization of the school; (b) the development of the instructional program; (c) the assignment of duties to and the supervision of members of her staff and: (d) the general operation of the school facility.
Moore, Kernique	Assistant Principal	<ul style="list-style-type: none"> -Assists the principal in planning and administering the instructional program and in conducting other activities necessary to provide quality instruction. -Assists the principal in providing for the use of student performance data as measured by state and local assessment required in FSS 229.57. -Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan •assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel -Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion -Assists the principal in focusing on increased student achievement gains for continuous school improvement -Assists the principal in focusing on assessment of student achievement FSS 231.57 -Assists the principal in the development of the master schedule. -Assists with the development and implementation of the school's master schedule -Assists principal in explaining and enforcing policies, methods and procedures. •meets with staff and individuals as needed to explain rules and procedures -Implements attendance procedures in accordance with Board policies. -Assists in the management of business matters and the physical plant. -Assists the principal with the cleanliness, construction, repair and maintenance, and safety of the building and of the surrounding grounds -Assists the principal with the monitoring of property control inventory -Assists the principal in the ordering of and accounting for all materials and equipment authorized for school. -Assists the principal in insuring that maintenance and repairs are efficiently and expeditiously accomplished. -Assists the principal with the implementation of Board policy related to safety to life issues -Works cooperatively with teachers, parents, and community to resolve disciplinary matters to insure appropriate behaviors within the learning environment.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Assists the principal in working cooperatively with students, parents, staff, and community agencies to insure appropriate behaviors within the learning environment -Assists the instructional staff in self-improvement, and keeps them informed of available curriculum materials and staff development services. -Assists the principal with the implementation of an articulation program with the school, feeder pattern, region, and district -Assists the principal in the assignment, training, supervision, and evaluation of staff. -Serves as a member of the management selection team -Assists the principal with the assessment and selection of employees at the work site -Arranges and conducts in-service activities and meetings at the work site -Assists the principal with the implementation and the determination of the effects of the individualized professional development plans for all instructional personnel that is linked to improved student performance -Makes suggestions to the principal for improving the curriculum and managing the school site -May serve as the principal's designee on the EESAC -Monitors the implementation of the Free/Reduced School Lunch Program -Assists the principal with the monitoring of safe and efficient transportation of students -Assists the principal in enforcing standards relative to continuous student progress, achievement, and promotion -Assists the principal with the implementation and monitoring of the total instructional program -Assists the principal with the establishment and maintenance of a positive collaborative relationship with students' families to increase student achievement -Assists the principal in assuring the safety and security of students. -Performs other duties related to general administrative responsibilities of the position: serves on feeder pattern, region, and district committees designed to formulate policy related to on-site administrative responsibilities and policies related to job responsibilities of all district employees -Serves, as appointed, on district committees to develop, implement, and monitor policies and procedures as outlined in the Pupil Progression Plan -Serves, as appointed, for the development of assessment procedures for instructional and administrative personnel -Assists the principal in enforcing standards relative to continuous student progress, achievement, and promotion -Assists the principal in determining promotion eligibility for all students -Serves, when appropriate, as a witness for the school district on administrative hearings -Provides for the performance of professional competencies, responsibilities, and requirements, as established by State Board of Education and the district School Board

Name	Position Title	Job Duties and Responsibilities
Adshead, Fiona	Instructional Coach	<ul style="list-style-type: none"> -Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. -Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. -Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. -Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data. -Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. -Assists the administration in the interpretation of student assessment data to prioritize support. -Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. -Supports the coordination and monitoring of intervention services to identified students. -Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes.
Franco, Maria	Instructional Coach	<ul style="list-style-type: none"> -Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. -Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. -Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. -Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. -Assists the administration in the interpretation of student assessment data to prioritize support. -Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. -Supports the coordination and monitoring of intervention services to identified students. -Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes.
Deveaux, Natasha	School Counselor	<ul style="list-style-type: none"> -Work closely with all teachers in identifying students needing additional social, emotional and/or academic support. Consistently meet with the identified students -Develop a plan of action for students referred by teachers, parents or administrators who are currently experiencing challenges with their behaviors, attendance/punctuality, and academic performance -Plan and/or promote programs, which enhance the academic, social or emotional growth of students -Communicate student progress to parents/families -Assure that appropriate, accurate information is maintained in each student's permanent, cumulative record -Assist with student scheduling needs
Santiago, Raquel	School Counselor	<ul style="list-style-type: none"> -Work closely with all teachers in identifying students needing additional social, emotional and/or academic support. Consistently meet with the identified students -Develop a plan of action for students referred by teachers, parents or administrators who are currently experiencing challenges with their behaviors, attendance/punctuality, and academic performance -Plan and/or promote programs, which enhance the academic, social or emotional growth of students -Communicate student progress to parents/families -Assure that appropriate, accurate information is maintained in each student's permanent, cumulative record -Assist with student scheduling needs
Pinkston, Dorothy	Assistant Principal	<ul style="list-style-type: none"> -Assists the principal in planning and administering the instructional program and in conducting other activities necessary to provide quality instruction. -Assists the principal in providing for the use of student performance data as measured by state and local assessment required in FSS 229.57.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan •assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel -Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion -Assists the principal in focusing on increased student achievement gains for continuous school improvement -Assists the principal in focusing on assessment of student achievement FSS 231.57 -Assists the principal in the development of the master schedule. -Assists with the development and implementation of the school's master schedule -Assists principal in explaining and enforcing policies, methods and procedures. •meets with staff and individuals as needed to explain rules and procedures -Implements attendance procedures in accordance with Board policies. -Assists in the management of business matters and the physical plant. -Assists the principal with the cleanliness, construction, repair and maintenance, and safety of the building and of the surrounding grounds -Assists the principal with the monitoring of property control inventory -Assists the principal in the ordering of and accounting for all materials and equipment authorized for school. -Assists the principal in insuring that maintenance and repairs are efficiently and expeditiously accomplished. -Assists the principal with the implementation of Board policy related to safety to life issues -Works cooperatively with teachers, parents, and community to resolve disciplinary matters to insure appropriate behaviors within the learning environment. -Assists the principal in working cooperatively with students, parents, staff, and community agencies to insure appropriate behaviors within the learning environment -Assists the instructional staff in self-improvement, and keeps them informed of available curriculum materials and staff development services. -Assists the principal with the implementation of an articulation program with the school, feeder pattern, region, and district -Assists the principal in the assignment, training, supervision, and evaluation of staff. -Serves as a member of the management selection team -Assists the principal with the assessment and selection of employees at the work site -Arranges and conducts in-service activities and meetings at the work site -Assists the principal with the implementation and the determination of the effects of the individualized professional development plans for all instructional

Name	Position Title	Job Duties and Responsibilities
		<p>personnel that is linked to improved student performance</p> <ul style="list-style-type: none"> -Makes suggestions to the principal for improving the curriculum and managing the school site -May serve as the principal's designee on the EESAC -Monitors the implementation of the Free/Reduced School Lunch Program -Assists the principal with the monitoring of safe and efficient transportation of students -Assists the principal in enforcing standards relative to continuous student progress, achievement, and promotion -Assists the principal with the implementation and monitoring of the total instructional program -Assists the principal with the establishment and maintenance of a positive collaborative relationship with students' families to increase student achievement -Assists the principal in assuring the safety and security of students. -Performs other duties related to general administrative responsibilities of the position: serves on feeder pattern, region, and district committees designed to formulate policy related to on-site administrative responsibilities and policies related to job responsibilities of all district employees -Serves, as appointed, on district committees to develop, implement, and monitor policies and procedures as outlined in the Pupil Progression Plan -Serves, as appointed, for the development of assessment procedures for instructional and administrative personnel -Assists the principal in enforcing standards relative to continuous student progress, achievement, and promotion -Assists the principal in determining promotion eligibility for all students -Serves, when appropriate, as a witness for the school district on administrative hearings -Provides for the performance of professional competencies, responsibilities, and requirements, as established by State Board of Education and the district School Board
Smith, Jennifer	Instructional Coach	<p>Primary Coach Grades K-2</p> <ul style="list-style-type: none"> -Coordinate and monitor teacher planning to support the development of rigorous standard-based lessons. -Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success. -Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log. -Provides on-site embedded professional learning opportunities aligned to the needs of students

Name	Position Title	Job Duties and Responsibilities
		based upon student assessment data. -Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery. -Assists the administration in the interpretation of student assessment data to prioritize support. -Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students. -Supports the coordination and monitoring of intervention services to identified students. -Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes.

Demographic Information

Principal start date

Saturday 7/2/2016, Adam Pascual B

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.*

14

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

302

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

3

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

3

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	27	41	37	37	27	31	0	0	0	0	0	0	0	200
Attendance below 90 percent	15	18	20	18	5	12	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	10	5	2	13	0	0	0	0	0	0	0	36
Course failure in Math	0	2	6	8	4	13	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	5	12	27	28	13	21	0	0	0	0	0	0	0	106
	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	7	6	10	14	3	16	0	0	0	0	0	0	0	56

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	8	6	5	13	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	5	1	3	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		
The number of students identified as retainees:		
Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	46	42	34	42	34	34	0	0	0	0	0	0	0	232
Attendance below 90 percent	21	21	13	16	12	16	0	0	0	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	8	5	13	14	0	0	0	0	0	0	0	51
Course failure in Math	0	5	8	8	13	6	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	12	0	0	0	0	0	0	0	15

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	7	11	8	15	16	17	0	0	0	0	0	0	0	74

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	8	6	5	14	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	6	3	1	0	0	0	0	0	0	0	10

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				26%	62%	57%	32%	62%	56%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				41%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				73%	58%	53%	85%	59%	48%
Math Achievement				33%	69%	63%	37%	69%	62%
Math Learning Gains				41%	66%	62%	72%	64%	59%
Math Lowest 25th Percentile				57%	55%	51%	76%	55%	47%
Science Achievement				14%	55%	53%	52%	58%	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	30%	60%	-30%	58%	-28%
Cohort Comparison						
04	2021					
	2019	21%	64%	-43%	58%	-37%
Cohort Comparison		-30%				
05	2021					
	2019	20%	60%	-40%	56%	-36%
Cohort Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	67%	-28%	62%	-23%
Cohort Comparison						
04	2021					
	2019	21%	69%	-48%	64%	-43%
Cohort Comparison		-39%				
05	2021					
	2019	28%	65%	-37%	60%	-32%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	15%	53%	-38%	53%	-38%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Based on the i-Ready data review in Grades 1-5, the values displayed are the percent of students demonstrating proficiency in reading and math. The mid-year assessment values indicate the percent of students proficient in grade 5 Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.8	12.9	19.4
	Economically Disadvantaged	18.8	12.9	19.4
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.4	17.2	20.0
	Economically Disadvantaged	34.4	17.2	20.0
	Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17.9	14.8	28.6
	Economically Disadvantaged	17.9	14.8	28.6
	Students With Disabilities English Language Learners	12.5		37.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.4	25.9	25.0
	Economically Disadvantaged	21.4	25.9	25.0
	Students With Disabilities English Language Learners		25.0	12.5

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.2	33.3	35.9
	Economically Disadvantaged	32.4	31.6	34.2
	Students With Disabilities	22.2	22.2	22.2
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5.1	20.5	33.3
	Economically Disadvantaged	5.3	21.1	34.2
	Students With Disabilities	11.1	11.1	22.2
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.0	22.6	19.4
	Economically Disadvantaged	20.0	22.6	19.4
	Students With Disabilities	18.2	8.3	8.3
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.9	38.7	45.2
	Economically Disadvantaged	12.9	38.7	45.2
	Students With Disabilities		33.3	25.0
	English Language Learners			

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		18.8	22.6	28.1
	Economically Disadvantaged		16.1	20.0	25.8
	Students With Disabilities		11.1		11.1
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		6.3	32.3	35.5
	Economically Disadvantaged		3.2	30.0	33.3
	Students With Disabilities		11.1	22.2	12.5
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students			4.0	
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

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	8			28							
ELL											
BLK	16	38		42	52		52				
HSP				54							
FRL	13	30		43	45		48				
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	12	36		24	35		9				
BLK	25	38	67	31	36	50	13				
HSP	31	54		47	75						
FRL	26	41	73	33	41	57	14				

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	35	76	92	43	82						
BLK	27	55	82	30	68	79	44				
HSP	57	81		59	87						
FRL	32	60	85	37	72	76	52				

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)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	10
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	6
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	10
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

2019 data findings:

The school to district comparison shows an increase in the achievement gap widening from 3rd to 5th grade in both ELA and Math.

All ELA subgroups achievement increased except for SWD which decreased by 3 percentage points.

All ELA Subgroups Learning gains decreased except for Hispanic students, which increased by 6 percentage points.

All ELA subgroups learning gains L25 decreased by at least 15 percentage points.

All Math subgroups overall learning gains and learning gains L25 decreased across the grade levels.

Science subgroups achievement levels decreased by 19 percentage points.

2021 data findings:

The school to district comparison shows an increase in the achievement gap widening from 3rd to 5th grade in ELA.

All ELA achievement decreased by 13 percentage points.

All ELA Learning gains decreased by 11 percentage points.

Math Proficiency(+13%), learning gains (+6%) increased.

Science achievement levels increased by 36 percentage points.

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

2019 data findings:

The majority of the ELA subgroups learning gains decreased by at least 25 percentage points.

Students with Free and Reduced Lunch decreased by 25 percentage points, black students

decreased by 30 percentage points and SWD students decreased by 32 percentage points.

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

The pandemic (social distance guidelines, quarantines, inconsistent interventionist attendance) impacted the teachers' ability to facilitate small group instruction effectively and consistently. To combat this, we will provide professional development for teachers demonstrating small group and differentiated instruction with strategies to empower teachers to be able to continue the work even when additional support in the classroom is not present.

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

Math and Science Proficiency increased significantly from 2019 to 2021. In Math, the proficiency increased by 9 percentage points and Science proficiency increased by 33 percentage points.

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

There were solid systems in place for BI- biweekly assessments for Reading. Math topic assessment data drove the remediation instruction in the weak standards. Anchor charts were developed in mathematics, referencing step-by-step processes of skill they were learning.

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

To accelerate learning, we will implement engagement strategies during instruction with fidelity.

During collaborative planning, the daily learning targets and end products will be aligned to weekly, biweekly, and topic assessments to ensure instructional integrity and mastery.

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.

During our Opening of schools Professional Development, we will provide BEST standards training for grades K-5, Reading Interventions grades K-5, Differentiated Instruction in the area of Reading and Mathematics grades K-5, and whole group instruction to explicitly teach the skills utilizing the Gradual Release of Responsibility Method.

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

We will place highly effective personnel to meet student needs; all tier 3 interventionists will have a reading endorsement to make sure we meet state guidelines, ongoing data chats to analyze areas of deficiencies for the purpose of targeting them during Differentiated Instruction, TLC, and Extended Learning Opportunities before and after school as well as, Saturday Academy.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Based on progress monitoring and topic assessment data, the teachers were unable to consistently and effectively implement differentiated small group instruction. To combat this, we will provide professional development for teachers demonstrating small group instruction systems and strategies to empower teachers to be able to continue the work even when additional support in the classroom is not present.

Measurable Outcome: If we successfully implement Small Group Instruction, then our students will increase by a minimum of 5 percentage points in the core subjects as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will analyze the effectiveness of small group instruction by conducting regular walkthroughs to ensure that quality instruction is taking place. During weekly Leadership Team meetings, we will use data trackers to analyze if we are strategically aligning the resources to close the learning gaps.

Person responsible for monitoring outcome: Adam Pascual (pr4461@dadeschools.net)

Evidence-based Strategy: Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Rationale for Evidence-based Strategy: In the past, we had success with small group instruction in using Performance Matters, i-Ready, and State Assessments. We will use the data to help create targeted TLCs for each subgroup and establish activities to improve student academic outcomes.

Action Steps to Implement

9/8 Provide professional development on data-driven decision making. As a result, teachers will develop classroom systems that are conducive to small group instruction such as student folders, data wall, posted groups and data tracker.

Person Responsible Kernique Moore (276167@dadeschools.net)

8/31-10/11 Facilitate weekly collaborative planning sessions focusing on data-driven decision making. As a result, teachers will continuously analyze student data to determine and appropriately tier/group students and align small group instruction to meet student needs.

Person Responsible Fiona Adshead (305527@dadeschools.net)

8/31-10/11 Deliver ongoing targeted small group instruction ensuring that students are updating their data tracker consistently, keeping their work (worksheets and journal notes) organized.

Person Responsible Fiona Adshead (305527@dadeschools.net)

8/31-10/11 Teachers will work together to analyze small group instruction data using trackers to monitor student progress and adjust materials and resources as needed.

Person Responsible Fiona Adshead (305527@dadeschools.net)

10/29 Provide PD on scaffolding skills during small group instruction. As a result, teachers will develop systems that help students access prior knowledge which allows them to become independent and self-regulating learners and problem-solvers.

Person Responsible Fiona Adshead (305527@dadeschools.net)

11/1-12/17 During weekly collaborative planning sessions that focus on small group instruction, teachers will plan activities that engage students in meaningful lessons that increase the likelihood of them meeting instructional objectives.

Person Responsible Fiona Adshead (305527@dadeschools.net)

1/31-4/29 During weekly collaborative planning sessions, Transformation Coaches will work with teachers to review the most current data and ensure that they are planning instruction geared towards remediating the appropriate deficiencies during small group instruction to meet instructional goals.

Person Responsible Fiona Adshead (305527@dadeschools.net)

1/31-4/29 During daily classroom walkthroughs, administrators will use student work, folders, journals and data trackers and data chat forms to ascertain if small group instruction is implemented consistently and with fidelity.

Person Responsible Fiona Adshead (305527@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale: Based on the 2019 State Assessment data review, our school will implement the Standards Aligned Instruction. Based on the trends that emerged across the data, it is evident that we must improve our instructional delivery to ensure that students are academically prepared.

Measurable Outcome: If we successfully implement Standards Aligned Instruction, then our students will increase their proficiency by 5 percentage points on 2021-2022 State Assessments.

Monitoring: The leadership team will monitor the effectiveness of instructional delivery during regular classroom walkthroughs to ensure that instruction is intentional and standards-aligned. During weekly collaborative planning sessions, we will analyze daily end products to ensure student work aligns to the learning target.

Person responsible for monitoring outcome: Adam Pascual (pr4461@dadeschools.net)

Evidence-based Strategy: Teachers will analyze student work during collaborative planning sessions in order to gain insight about students' understanding of concepts and skills and can help them make instructional decisions for improving student learning.

Rationale for Evidence-based Strategy: We will use the Student Work Analysis Protocol to ensure that teachers are aligned instructionally and can provide insight on student performance in order to close learning gaps.

Action Steps to Implement

9/15 Provide professional development on Student Work Analysis. As a result, teachers will develop a rubric that will be used to analyze student work.

Person Responsible Kernique Moore (276167@dadeschools.net)

8/31-10/11 Facilitate weekly collaborative planning sessions that focus on analyzing daily end products (DEP) to determine effectiveness of explicit instruction during instructional delivery. As a result, teachers will create lessons with an emphasis on gradual release model (I do, We do, They do, You do) integrated in the whole group lesson.

Person Responsible Jennifer Smith (287660@dadeschools.net)

8/31-10/11 Teachers will use the rubrics to analyze standard aligned daily end products and provide students with corrective feedback.

Person Responsible Jennifer Smith (287660@dadeschools.net)

8/31-10/11 Teachers will work collaboratively to revise lesson plans and ensure that daily end products are reflective of whole group standards based instruction.

Person Responsible Jennifer Smith (287660@dadeschools.net)

10/29 Provide PD on daily learning target aligning to daily end product and GRRM. As a result, teachers will learn the importance of purposely teaching students in order for them to demonstrate their target skills or strategies.

Person Responsible Jennifer Smith (287660@dadeschools.net)

11/1-12/17 During weekly collaborative planning sessions teachers will focus on planning lessons with an emphasis on explicitly teaching skills and checking for understanding along the way.

Person Responsible Jennifer Smith (287660@dadeschools.net)

During weekly collaborative planning sessions, Transformation Coaches will work with teachers to ensure that they are planning instruction with an emphasis on explicitly teaching and infusing checks for understanding throughout their instructional delivery.

Person Responsible Jennifer Smith (287660@dadeschools.net)

During daily classroom walkthroughs, administrators will use student work, folders, journals and data trackers and data chat forms to ascertain if GRRM and CFUs are embedded in instructional delivery.

Person Responsible Jennifer Smith (287660@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the attendance data, 30% of our students were absent more than 31 days and 24% were out between 16 and 30 days.

Measurable Outcome: If we successfully implement Student Attendance Initiatives, then we will reduce our absences by 5 percentage points.

Monitoring: The leadership team will monitor attendance bulletins daily and review chronic absentees during weekly leadership meetings.

Person responsible for monitoring outcome: Adam Pascual (pr4461@dadeschools.net)

Evidence-based Strategy: We have chosen to incentivize students and families who have good and improved attendance. This strategy can also help improve the accuracy of attendance data. Incentives take advantage of the fact that students often respond better to concrete rewards than they do to lectures from parents and teachers. Incorporating strategic attendance initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures, including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Strategy: Based on the data, we have chosen this strategy because, to teach the student, they need to be in the classroom. The more days they are absent, the more they fall behind.

Action Steps to Implement

9/22 Provide professional development on attendance initiatives, incentives and process for referring students who do not attend school regularly. As a result, teachers will understand referral process and how to support students with inconsistent attendance.

Person Responsible: Kernique Moore (276167@dadeschools.net)

8/31-10/11 Monitor attendance bulletins daily, review data and make contact with parents/guardians regarding students with inconsistent attendance.

Person Responsible: Raquel Santiago (rasantiago@dadeschools.net)

8/31-10/11 Conduct attendance meetings with parents, teachers and administrators to ensure that we are aware of any barriers that are preventing the student/family from being consistent with their attendance.

Person Responsible: Raquel Santiago (rasantiago@dadeschools.net)

8/31-10/11 Implement quarterly incentives for students with good and improved attendance.

Person Responsible: Raquel Santiago (rasantiago@dadeschools.net)

10/29 Provide PD on Early Warning Indicators for our students. As a result, teachers will understand the factors that play a role in ensuring our students are present and prepared to be successful.

Person Responsible Raquel Santiago (rasantiago@dadeschools.net)

11/1-12/17 Teachers will participate in biweekly sessions with targeted group where they will have the opportunity to conference with students regarding their attendance, grades and behavior.

Person Responsible Raquel Santiago (rasantiago@dadeschools.net)

1/31-4/29 Leadership team (Admin, Coaches, Counselors) will meet with Truancy Interventionist on a monthly basis to ensure that monthly home visits are made to students whose attendance is inconsistent to provide additional layers of support.

Person Responsible Raquel Santiago (rasantiago@dadeschools.net)

1/31-4/29 Leadership team (Admin, Coaches, Counselors) will monitor attendance bulletins daily, review data and make direct contact with parents/guardians regarding students with inconsistent attendance.

Person Responsible Raquel Santiago (rasantiago@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: After reviewing the data, we noticed that although instructional staff were supported through collaborative planning and coaching cycles, there is a need to elevate the way in which we provide support to ensure that Instructional Coaches and Teachers continue to collaborate to promote student achievement and highly effective practices.

Measurable Outcome: Develop effective Coach-Teacher Collaborations by increasing the number of coaching cycles that are provided to teachers in grades K-5.

Monitoring: Through Leadership meetings and classroom walkthroughs, we will be able to monitor that Instructional Coaches are providing consistent and effective support to the teachers in their respective departments.

Person responsible for monitoring outcome: Adam Pascual (pr4461@dadeschools.net)

Evidence-based Strategy: Effective coach-teacher collaborations will ensure that teachers receive thoughtful support that encourages partnership, active learning and building of sustainable practices.

Rationale for Evidence-based Strategy: Based on our data, we need to ensure that instructional staff are provided layers of support in order to promote student achievement and highly effective practices. Effective coach-teacher collaboration provides us with a process to plan, practice and implement high yield strategies consistently during instructional delivery.

Action Steps to Implement

9/2 Provide professional development to coaches and teachers on coach-teacher collaboration process.

Person Responsible Kernique Moore (276167@dadeschools.net)

8/31- 10/11 Conduct observations during the instructional block in order to identify opportunities for support using the framework of effective instruction.

Person Responsible Maria Franco (327487@dadeschools.net)

8/31-10/11 Facilitate coach-teacher collaboration meetings to ensure that teachers are engaged in the coaching cycle process and provide additional support to teachers who need assistance implementing high yield strategies consistently during instructional delivery.

Person Responsible Maria Franco (327487@dadeschools.net)

8/30-10/11 During weekly leadership team meetings, review coach-teacher collaboration and analyze effectiveness of support. As a result, team will decide if collaboration should continue or if another teacher can be selected to collaborate with.

Person Responsible Maria Franco (327487@dadeschools.net)

10/29 Provide professional development to coaches and teachers on analyzing coaching cycles during coach-teacher collaboration process.

Person Responsible Maria Franco (327487@dadeschools.net)

11/1-12/17 During bi-weekly coach-teacher collaboration meetings, review coaching cycles, discuss and analyze effectiveness of support. Determine next steps.

Person Responsible Maria Franco (327487@dadeschools.net)

1/31-4/29 During bi-weekly coach-teacher collaboration meetings, Administrators will review coaching cycles with coach and teacher, discuss and analyze effectiveness of support providing the teacher the opportunity to weigh in on their development needs.

Person Responsible Maria Franco (327487@dadeschools.net)

1/31-4/29 During weekly leadership team meetings, Administrators will review coach-teacher collaborations, analyze effectiveness of support, and decide areas of continued support in order to improve instructional practice.

Person Responsible Maria Franco (327487@dadeschools.net)

1/31-4/29 During bi-weekly coach-teacher collaboration meetings, Administrators will review coaching cycles with coach and teacher, discuss and analyze effectiveness of support providing the teacher the opportunity to weigh in on their development needs.

Person Responsible Maria Franco (327487@dadeschools.net)

1/31-4/29 During weekly leadership team meetings, Administrators will review coach-teacher collaborations, analyze effectiveness of support, and decide areas of continued support in order to improve instructional practice.

Person Responsible Maria Franco (327487@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to the Spring 2021 Florida Standards Assessments English Language Arts data, 13 % of students in grades were proficient. This is a 13 percentage point decrease from the 2019 state assessment. Also, according to 2021 i-Ready AP3 data for Grades 3-5, 73% of students were not on track to score a Level 3 or above on the 2021 Grade 3 English Language Arts FSA.

Measurable Outcome: In order to increase the percentage of third- fifth grade students scoring Level 3 or above on the 2022 statewide, standardized English Language Arts assessment by 3 percentage points, we will develop, deliver, and monitor Tier 1 instruction.

Monitoring: The leadership team will monitor that during whole group instruction the teacher is following the gradual release model as evidenced by the lesson plans and instructional delivery during instructional walkthroughs.

Person responsible for monitoring outcome: Adam Pascual (pr4461@dadeschools.net)

Evidence-based Strategy: The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). Typically, the model of teaching has four phases: I DO- where the teacher models the lesson objective in a focus lesson, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners and YOU DO ALONE- independent practice.

Rationale for Evidence-based Strategy: We will use the Gradual Release Model to ensure that teachers are transferring the responsibility in the learning process to the students.

Action Steps to Implement

8/31-10/11 Teachers will participate in weekly collaborative planning sessions with a focus on gradual release model which will result in an explicit lesson plans that scaffolds instruction.

Person Responsible Kernique Moore (276167@dadeschools.net)

8/31-10/11 Instructional delivery will include a daily learning target and a daily end product to ensure that what was planned for is delivered.

Person Responsible Kernique Moore (276167@dadeschools.net)

8/31-10/11 Teachers will analyze daily end products to assess the impact of instructional delivery.

Person Responsible Kernique Moore (276167@dadeschools.net)

8/31-10/11 Data analysis of progress monitoring assessments will be conducted biweekly to assess student performance.

Person Responsible Kernique Moore (276167@dadeschools.net)

10/29 Provide PD on embedding collaborative structures, processes and strategies into lessons. As a result, teachers will ensure that they prepare lessons that allow for students to work together on tasks using collaborative learning strategies.

Person Responsible Kernique Moore (276167@dadeschools.net)

11/1-12/17 During weekly collaborative planning sessions, teachers will infuse collaborative learning structures into their lessons that will enhance learning and engage their students.

Person Responsible Kernique Moore (276167@dadeschools.net)

1/31-4/29 During weekly collaborative planning sessions, Transformation Coaches will work with teachers to include collaborative structures in lessons that encourage student ownership of learning and increase student engage and active participation.

Person Responsible Kernique Moore (276167@dadeschools.net)

1/31-4/29 During daily classroom walkthroughs, administrators will use observe collaborative learning structures infused through lesson delivery allowing students to take ownership of their learning.

Person Responsible Kernique Moore (276167@dadeschools.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.

Pine Villa Elementary School when compared to all elementary schools statewide, it falls into the low category.

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.

At Pine Villa Elementary, we prioritize respect. We communicate the shared mission, vision and school goal to all stakeholders. We collaborate with our Instructional Coaches, Teacher Leaders and Support Staff to ensure that we set clear departmental goals. We promote diversity and inclusivity and have implemented an employee recognition program to highlight the staff members that go above and beyond to demonstrate that student success is the forefront of all decision making.

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

All Teachers and staff promote a positive school culture to engage our students and parents in our common vision and mission. During the Leadership team meetings, the team discuss initiatives to implement to increase student attendance, academic achievement and positive behaviors among our students. The EESAC/PTA committees meet monthly to formulate additional activities to reward our students for 100% attendance, bi-weekly and topic assessment results, as well as honor roll achievements.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$40,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3373	100-Salaries	4461 - Pine Villa Elementary School	Title, I Part A	60.0	\$40,300.00
			<i>Notes: The budget will provide the purchase of two hourly Reading Interventionists, one for grades K-2 and one for grades 3-5. The interventionists will provide intervention sessions for 30 students in grades K-2nd and 30 for grades 3-5. Funding Source program 46440000/46450000</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$8,942.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	100-Salaries	4461 - Pine Villa Elementary School	Title, I Part A	60.0	\$8,942.00
			<i>Notes: The funding structure will be utilized to provide remediation in the areas of reading and math for grades 3-5, L25/L35 students. The funding structure will be utilized to provide science enrichment for 5th grade, top 45%.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$49,242.00