

Broward County Public Schools

Pines Lakes Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pines Lakes Elementary School

10300 JOHNSON ST, Pembroke Pines, FL 33026

[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.

Preparing the next generation to be problem solvers and innovative thinkers through S.T.E.M. project based learning.

Provide the school's vision statement.

Pines Lakes Elementary is committed to providing a happy, caring and stimulating environment where children will recognize and achieve their fullest potential.

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
Sasse, Susan	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of Pines Lakes Elementary (PLE) to ensure high quality educational experiences and services for the students in a safe and enriching environment. Monitor student performance and teacher instructional practice, analyze data trends, and along with instructional coaches, provide support for teachers.
Balroop, Amrita	Assistant Principal	Monitor student performance and teacher instructional practice, analyze data trends, and along with the Literacy coach, provide support for teachers. Shares current educational trends, research and technology; understands the unique needs, population trends and characteristics of the students served at PLE; demonstrate effective communication and interaction skills with all stakeholders and track accountability.
Dejean, Christina	SAC Member	Responsible for implementing and facilitating strategies and materials to meet the needs of all students as part of the School Improvement Plan. Also serve on subcommittees such as Grade Level Chairs, Community Events and SAC/SAF.
Wolfe-Yoloye, Carlene	School Counselor	Help students process their problems and plan goals and action. Mediate conflict between students and teachers to ensure that they can meet their academic goals.
Mendez, Corrine	Instructional Coach	Provide guidance and support for teachers in the area of English Language Arts (ELA), collaborate appropriate professional development and PLC support. Instructional Coach provides personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coach supports teachers to develop skills in critical areas such as establishing positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language Learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.

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 stakeholders are presented with the 2022-2023 year end data. This data is used to inform the plan for improvement and goals for the 2023-2024 school year.

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))

The plan components will be monitored upon receiving results from FAST PM1 ELA data. Based on monthly data chats and PM1 ELA data revisions will made to Teir 1 instructional focus and targeted instructional small groups.

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	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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: C 2019-20: B 2018-19: B 2017-18: B

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	26	39	22	28	24	22	0	0	0	161
One or more suspensions	0	1	2	9	14	10	0	0	0	36
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	6	19	9	31	22	20	0	0	0	107
Level 1 on statewide Math assessment	0	11	10	23	27	21	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	16	25	29	20	14	0	0	0	106

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	3	19	17	34	30	22	0	0	0	125

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	23	30	36	25	25	0	0	0	177
One or more suspensions	1	1	2	15	17	21	0	0	0	57
Course failure in 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	0	0	0	26	20	24	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	40	23	36	0	0	0	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	14	14	6	8	0	0	0	44

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	3	3	10	29	35	30	0	0	0	110

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	5	9	13	2	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	23	30	36	25	25	0	0	0	177
One or more suspensions	1	1	2	15	17	21	0	0	0	57
Course failure in 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	0	0	0	26	20	24	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	40	23	36	0	0	0	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	14	14	6	8	0	0	0	44

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	3	3	10	29	35	30	0	0	0	110

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	5	9	13	2	0	0	0	0	36
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*	41	56	53	48	58	56	44		
ELA Learning Gains				53			47		
ELA Lowest 25th Percentile				45			67		
Math Achievement*	44	62	59	38	54	50	31		
Math Learning Gains				58			46		
Math Lowest 25th Percentile				60			47		
Science Achievement*	31	48	54	33	59	59	23		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		59	59	38			73		

* 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)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	164
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	98
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	25	Yes	3	2
ELL	39	Yes	1	
AMI				
ASN				
BLK	33	Yes	1	
HSP	44			
MUL				
PAC				
WHT	63			

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%
FRL	42			

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	31	Yes	2	1
ELL	48			
AMI				
ASN				
BLK	43			
HSP	50			
MUL				
PAC				
WHT	41			
FRL	48			

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	41			44			31					
SWD	23			31							3	
ELL	36			44			30				4	
AMI												
ASN												
BLK	32			37			22				4	
HSP	45			48			38				4	
MUL												

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
PAC												
WHT	58			67							2	
FRL	44			46			30				4	

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	48	53	45	38	58	60	33					38
SWD	20	38		23	55		21					
ELL	52	49		34	67		48					38
AMI												
ASN												
BLK	41	59	54	26	52	57	15					
HSP	53	50	40	48	66	63	38					42
MUL												
PAC												
WHT	42			40								
FRL	52	57	44	36	60	61	33					39

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	44	47	67	31	46	47	23					73
SWD	24	23		32	62		7					
ELL	48	55		36	50		29					73
AMI												
ASN												
BLK	42	50		24	50		20					
HSP	43	53		34	46	40	26					74
MUL												
PAC												
WHT	60											
FRL	46	47		26	42	50	23					72

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	38%	56%	-18%	54%	-16%
04	2023 - Spring	42%	61%	-19%	58%	-16%
03	2023 - Spring	41%	53%	-12%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	62%	-16%	59%	-13%
04	2023 - Spring	40%	65%	-25%	61%	-21%
05	2023 - Spring	45%	58%	-13%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	46%	-18%	51%	-23%

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.

Based on the English Language Arts (ELA) component of the Florida Assessment of Student Thinking (FAST) for 2022-2023, our students in grades 3-5 improved by 16% from PM 1 to PM 3.

Based on the English Language Arts (ELA) component of the Florida Assessment of Student Thinking (FAST) for 2022-2023, our SWD students in grades 3-5 improved by 14% from PM 1 to PM 3.

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

Our greatest decline was evident in our ELA achievement. The FSA ELA component for 21-22 was 48% where as the 22-23 ELA FAST was 41%. This was a decline of 7% from the prior year.

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 comparing our school's data to the state average our gap existed in ELA. Traditionally our school made gains in ELA however this gap is not typical for our school. The main factor was that a new curriculum had been adopted and implemented.

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

Overall our Math data improved from the previous school year. During the school year we enlisted the support of district professional development and instructional facilitators from the Math Department to support our teachers.

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

In looking at our raw data from the ELA component of FAST the potential areas of concern are the ELL and Black subgroups.

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

Administration, instructional coaches and district departments will conduct instructional walkthroughs to provide feedback on standards based instruction and teacher instructional strategies.

Teachers will use this feedback to improve instructional practices, lesson plan, collaborate with instructional coaches and seek professional development if needed in particular areas.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**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.

In reviewing our SWD ELA data, the FSA achievement data from 2021-2022 for ELA was 31% where as the FAST ELA PM 3 data was a 27%.

Measurable Outcome:

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

By June 2024, 50% of our SWD students will be proficient or higher in ELA as measured by the ELA PM3 2023 F.A.S.T.

Monitoring:

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

This area of focus will be monitored through ongoing student unit assessment data, F.A.S.T. assessment data, iReady and teacher/classroom observations conducted by administration.

Person responsible for monitoring outcome:

Susan Sasse (susan.sasse@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.)

Teachers will participate in professional development opportunities to learn and implement strategies to improve instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The professional development opportunities will build capacity for teachers in the area of ELA so that they are better equipped to meet student needs.

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.

Teacher teams review their student performance data to enhance their Tier 1 instruction and implement differentiated teaching methodologies.

Person Responsible: Susan Sasse (susan.sasse@browardschools.com)

By When: Teachers will review student performance data to inform instruction on a weekly basis during PLC Meetings.

#2. Positive Culture and Environment specifically relating to Other

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.

Our 2022-2023 FAST ELA data revealed that the lowest performing subgroups were identified as our English Language Learners and our Black subgroup.

Measurable Outcome:

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

By June 2024, 50% of students in the ELL and Black subgroups will be proficient or higher in ELA as measured by the FAST PM3 Assessment.

Monitoring:

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

This area of focus will be monitored through ongoing student unit assessment data, FAST assessment data, iReady growth monitoring and teacher/classroom observations conducted by administration.

Person responsible for monitoring outcome:

Susan Sasse (susan.sasse@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.)

Benchmark Advanced Intervention Resource will be implemented for this Area of Focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This curriculum resource assists teachers in targeting the gaps that exists for these particular subgroups so that students' specific needs are met.

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.

Teacher teams review their student performance data to enhance their Tier 1 instruction and implement differentiated teaching methodologies. Teachers will ensure that Benchmark Advanced resources are utilized when planning for these student groups.

Person Responsible: Corrine Mendez (corrine.mendez@browardschools.com)

By When: Teachers will ensure that this takes place during their weekly PLCs.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

School Improvement funding allocations are reviewed with school SAC committee and Leadership team during the end of each school year to ensure funds are used for to target ESSA subgroups for the upcoming school year.

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

All teachers will adhere to the Benchmark Advanced focus mini lessons for their Tier 1 instructional practice.

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

All teachers will adhere to the Benchmark Advanced focus mini lessons for their Tier 1 instructional practice.

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

N/A

Grades 3-5 Measurable Outcomes

By June 2024, students in grade 3 will increase in ELA proficiency from 43% to 53% as evidenced by the FAST PM3 assessment.

By June 2024, students in grade 4 will increase in ELA proficiency from 43% to 53% as evidenced by the FAST PM3 assessment.

By June 2024, students in grade 5 will increase in ELA proficiency from 41% to 53% as evidenced by the FAST PM3 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.

This area of focus will be monitored through ongoing student unit assessment data, F.A.S.T. assessment data, iReady growth monitoring reports and teacher/classroom observations conducted by administration.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Sasse, Susan, susan.sasse@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?

Benchmark Advanced Intervention Resource will be implemented as our evidenced based program for this area of focus.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The Florida Benchmark Advance curriculum is grounded in the science of reading.. Foundational skill standards are covered in systematic lessons that develop essential background knowledge and content vocabulary which are the areas in which that will built our students.

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
Literacy Leadership - with the implementation of 2 instructional coaches, one for K-2 and other for grades 3-5, teachers will have additional support for instruction in ELA. The goal is to guide teachers in analyzing assessment data, implementing evidenced based instructional strategies to meet the needs of our learners and monitoring their progress to ensure students are making growth toward proficiency.	Sasse, Susan, susan.sasse@browardschools.com
Assessment - FAST assessments There will be three progress monitoring (PM) windows for FAST: PM1 – because this administration occurs at the very beginning of the school year, it is designed to provide a baseline score so teachers can track student progress in learning the B.E.S.T. Standards from PM1 to PM2. PM2 – this administration will provide a mid-year score to compare to the baseline score from PM1. PM3 – this last administration will provide a summative score that will accurately measure student mastery of the B.E.S.T. Standards at the end of the school year. Most students, including English Language Learners (ELLs) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participate in FAST test administrations. Allowable accommodations are provided to ELL and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.	Sasse, Susan, susan.sasse@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 is available on line at <https://www.browardschools.com/pineslakes>. We also share the SIP during our faculty and staff meetings and SAC meetings.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

In addition to our Family Engagement Plan which is available to our school's webpage <https://www.browardschools.com/pineslakes> our school employs a variety of methods to build relationship and keep parents informed.

Our school publishes a monthly school newsletter to keep parents informed of upcoming events and activities. Flyers, parent link messages and teacher communication with parents via the class dojo are a few additional methods of communication. Communication with parents is available in multiple languages to meet the need of our non English speaking families. Teachers are required to provide quarterly progress reports and report cards to parents, as well as meet with parents for conferences at least 2 times throughout the academic school year.

Our school hosts quarterly Family STEM nights, quarterly achievement award ceremonies and seasonal family concerts and activities.

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)

Administration plans to conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity. In addition, the leadership team will meet regularly to disaggregate data from screeners, progress monitoring and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.

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))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$3,070.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5102		2861 - Pines Lakes Elementary School	Title, I Part A		\$3,070.00
			<i>Notes: Materials and supplies</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$4,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5102		2861 - Pines Lakes Elementary School	Title, I Part A		\$4,550.00
			<i>Notes: Funds used for teacher salaries for Extended Learning Opportunities.</i>			
					Total:	\$7,620.00

Budget Approval

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

Yes