

Miami-Dade County Public Schools

Pine Villa Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pine Villa Elementary School

21799 SW 117TH CT, Miami, FL 33170

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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.

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, 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 |
|-----------------|---------------------|---|
| Pascual, Adam | Principal | <p>-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.</p> |
| 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 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 personnel |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------------|----------------------------|---|
| | | <p>that is linked to improved student performance • Makes suggestions to the principal for improving the curriculum and managing the school site</p> |
| <p>Bishop, Cassandra</p> | <p>Instructional Coach</p> | <p>-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.</p> |
| <p>Bell, Morgan</p> | <p>Math Coach</p> | <p>-Coordinate and monitor teacher planning to support the development of rigorous standards 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.</p> |
| <p>Santiago, Raquel</p> | <p>School Counselor</p> | <p>-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,</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|--|
| | | <p>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</p> |
| 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. • 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 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 personnel that is linked to improved student performance • Makes suggestions to the principal for improving the curriculum and managing the school site. |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|--|
| Smith, Jennifer | Instructional Coach | -Coordinate and monitor teacher planning to support the development of rigorous standards 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. -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. |

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.

The Leadership Team meetings prior to the opening of schools to dissect the data from the previous school year. During the opening of schools, teachers are provided with goals outlined for the school year. Feedback is collected and revisions as considered during leadership team meetings. At the initial EESAC meeting, all stakeholders are provided with SIP goals for the school year, feedback is collected and if no recommendations are received, the committee approve the school improvement plan 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 School Improvement Plan will be monitored at weekly leadership team meetings, during weekly planning sessions with instructional coaches and teachers, reviewed at monthly faculty meetings with all instructional staff, and reviewed at the EESAC meetings held throughout the 2023-2024 school year. During leadership team meetings, school-wide data is reviewed and a plan of action is discussed and implemented through the instructional coaches. The instructional coaches implement the plan during collaborative planning sessions and coaching cycles. Data is shared with faculty members during monthly faculty meetings to opportunities for feedback and revision of the plan.

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 | 98% |
| 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)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: C 2018-19: C 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 | 8 | 14 | 11 | 8 | 5 | 3 | 0 | 0 | 0 | 49 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 11 | 3 | 8 | 1 | 0 | 0 | 0 | 0 | 23 |
| Course failure in Math | 0 | 9 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 12 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 10 | 9 | 4 | 0 | 0 | 0 | 23 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 9 | 7 | 6 | 0 | 0 | 0 | 22 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 8 | 10 | 8 | 12 | 9 | 15 | 0 | 0 | 0 | 62 |

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 | 0 | 9 | 2 | 8 | 1 | 1 | 0 | 0 | 0 | 21 |

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 | 1 | 6 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 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 | 0 | 17 | 12 | 6 | 8 | 5 | 0 | 0 | 0 | 48 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 3 | 11 | 12 | 2 | 7 | 0 | 0 | 0 | 35 |
| Course failure in Math | 0 | 1 | 4 | 4 | 1 | 5 | 0 | 0 | 0 | 15 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 3 | 6 | 5 | 0 | 0 | 0 | 14 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 5 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 4 | 13 | 18 | 10 | 11 | 0 | 0 | 0 | 56 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|----|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 3 | 11 | 7 | 5 | 9 | 0 | 0 | 0 | 35 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 3 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 1 | 3 | 0 | 0 | 0 | 5 |

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 | 0 | 17 | 12 | 6 | 8 | 5 | 0 | 0 | 0 | 48 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 3 | 11 | 12 | 2 | 7 | 0 | 0 | 0 | 35 |
| Course failure in Math | 0 | 1 | 4 | 4 | 1 | 5 | 0 | 0 | 0 | 15 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 3 | 6 | 5 | 0 | 0 | 0 | 14 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 5 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 4 | 13 | 18 | 10 | 11 | 0 | 0 | 0 | 56 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|----|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 3 | 11 | 7 | 5 | 9 | 0 | 0 | 0 | 35 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 3 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 1 | 3 | 0 | 0 | 0 | 5 |

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* | 34 | 60 | 53 | 28 | 62 | 56 | 13 | | |
| ELA Learning Gains | | | | 61 | | | 30 | | |
| ELA Lowest 25th Percentile | | | | 67 | | | | | |
| Math Achievement* | 52 | 66 | 59 | 51 | 58 | 50 | 43 | | |
| Math Learning Gains | | | | 58 | | | 47 | | |
| Math Lowest 25th Percentile | | | | 67 | | | | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 30 | 58 | 54 | 24 | 64 | 59 | 50 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 63 | 52 | | | |
| Graduation Rate | | | | | 53 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | | 63 | 59 | | | | 10 | | |

* 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 | 40 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 160 |
| 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 | 51 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 356 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 35 | Yes | 3 | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 36 | Yes | 1 | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 37 | Yes | 1 | |

| 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 | 32 | Yes | 2 | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 47 | | | |
| HSP | 54 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 51 | | | |

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 | 34 | | | 52 | | | 30 | | | | | |
| SWD | 20 | | | 50 | | | | | | | 2 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 30 | | | 46 | | | 25 | | | | 4 | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 28 | | | 50 | | | 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 | 28 | 61 | 67 | 51 | 58 | 67 | 24 | | | | | |
| SWD | 13 | 59 | | 38 | 45 | | 7 | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 23 | 59 | 73 | 48 | 58 | | 21 | | | | | |
| HSP | 50 | | | 58 | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 28 | 61 | 67 | 51 | 58 | 67 | 24 | | | | | |

| 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 | 13 | 30 | | 43 | 47 | | 50 | | | | | 10 |
| SWD | 8 | | | 28 | | | | | | | | |
| ELL | | | | | | | | | | | | 10 |

| 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 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 16 | 38 | | 42 | 52 | | 52 | | | | | |
| HSP | 0 | | | 54 | | | | | | | | 10 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 13 | 30 | | 43 | 45 | | 48 | | | | | |

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 | 30% | 56% | -26% | 54% | -24% |
| 04 | 2023 - Spring | 29% | 58% | -29% | 58% | -29% |
| 03 | 2023 - Spring | 38% | 52% | -14% | 50% | -12% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 55% | 63% | -8% | 59% | -4% |
| 04 | 2023 - Spring | 62% | 64% | -2% | 61% | 1% |
| 05 | 2023 - Spring | 44% | 58% | -14% | 55% | -11% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 30% | 50% | -20% | 51% | -21% |

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.

Data for fourth and fifth grade ELA show the lowest performance of fourth grade at 29% and fifth grade at 30% proficiency. Some contributing factors were fourth grade being a large classroom size and fifth grade staffing inconsistencies, as well as new standards and computer based testing.

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

Data for third grade math shows the greatest decline from the prior year, from 67% in 2022 to 55% in 2023. Some contributing factors were a first year teacher, teaching inconsistencies, new math curriculum and a new computer based test.

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.

According to the FAST 2023 data fourth grade ELA shows the greatest gap when compared to the state average which had a 57% proficiency and Pine Villa had a 35% proficiency with a difference of 22%. Due to distance learning during the 2020-2021 school year, students in this area lacked opportunities for interactive learning and hands on lessons. Teacher feedback was a challenge during this time as well.

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

According to the FAST 2023 data grades 3-5 ELA showed the most improvement from the 2022 school year of a 28% proficiency to a 37% proficiency. The new actions taken were assigning new coaches to different grade levels and focusing on target proficiency groups.

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

Based on the EWS data the area of concern is attendance with almost a third of the school being absent 10% or more days of the school year. Another area of concern is that 30% of our students meet the EWS for substantial reading deficiency.

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

1. Attendance - Kindergarten through 5th grade
2. Academics - 3rd - 5th grade ELA and Math; 5th grade Science
3. Parental Involvement - All parents
4. Safety - All students, teachers, staff, and community members
5. Culture - All students, staff, and faculty. Building inclusive safe and equitable environment.

Area of Focus

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

#1. Instructional Practice specifically relating to Differentiation**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.

According to the 2022-2023 FAST PM3 data, 52% of 3rd grade students and 35% of 5th grade students were proficient in ELA as compared to the district average 63% for 3rd grade students and 58% for 5th grade students. Based on the data and the identified contributing factors of: high number of SPED students, inconsistent personnel, and new accountability requirements, we will implement Data-Driven Decision Making.

Measurable Outcome:

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

With the implementation of formative and summative assessments to adjust instruction for re-teaching, remediation, and enrichment, 43% of grades three and five students will be proficient by the time they take the 2023-2024 FAST PM3 assessment.

Monitoring:

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

Walk-throughs will be conducted with a rubric based on the FEI to monitor ongoing progress of Text Dependent Questions in ELA grades 3-5. The leadership team will monitor the effectiveness of instructional delivery during regular data chats to ensure that instruction is intentional and standards-aligned.

Person responsible for monitoring outcome:

Adam Pascual (apascual@dadeschools.net)

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.)

The Evidence-based Intervention to support the targeted element, Data-Driven Decision Making, is to use formative assessments to adjust instruction for re-teaching, remediation's, and enrichment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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. Data driven decision making will positively impact student achievement in ELA, Math, and Science in grades three to five.

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.

Instructional Coaches will provide a Professional Development reviewing the schools' data to identify targeted students for RTI, Interventions and DI.

Person Responsible: Cassandra Bishop (281128@dadeschools.net)

By When: 8/15

Weekly Collaborative Planning sessions will occur between the Instructional Coach and 3-5 grades ELA teachers to focus on DI and Interventions lesson planning, resources, and OPM's.

Person Responsible: Cassandra Bishop (281128@dadeschools.net)

By When: 8/14 - 9/29

The Leadership Team will conduct weekly walk-throughs to ensure faithful and effective implementation by checking DI and Interventions folders for evidence of student work products and updated data trackers.

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

By When: 8/14 - 9/29

Data chats will occur weekly between Instructional Coach and 3-5 ELA teachers, quarterly between the Leadership Team and 3-5 ELA teachers, and as needed between 3-5 ELA teachers and students based on formative and summative assessments.

Person Responsible: Cassandra Bishop (281128@dadeschools.net)

By When: 8/14 - 9/29

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

Area of Focus Description and Rationale:

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

According to the 2022-2023 school year, 58% of our students have 11 or more absences, as compared to Tier 1 watch/ Tier 2/ Tier 3 schools, with 54% of students with 11 or more absences. This represents a 4% difference. Also, as identified for ATSI, the low-performing subgroup of SWD had 26% of students with 11 or more absences in the 2022-2023 school year.

Measurable Outcome:

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

With the implementation of rewards and incentives to improve attendance, students with 11 or more absences will decrease overall by 5 percentage points for the 2023-2024 academic school year.

Monitoring:

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

The attendance committee will meet weekly to track attendance of targeted students.

Person responsible for monitoring outcome:

Raquel Santiago (rasantiago@dadeschools.net)

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.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Incentives will assist in decreasing the absences of targeted students in Kindergarten to fifth grade during the 2023-2024 school year.

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.

The attendance committee will identify targeted students with 11 or more absences from the 2022- 2023 school year. As a result we will become aware of the students who have attendance concerns.

Person Responsible: Natasha Deveaux (deveaux@dadeschools.net)

By When: 8/25-9/29

The attendance committee will meet weekly to review the data for targeted students. As a result, the team will be aware of the students issues and needs that are affecting the students' attendance in order to provide additional support and services.

Person Responsible: Natasha Deveaux (deveaux@dadeschools.net)

By When: 8/25-9/29

The attendance committee will assign and meet with two students per staff member to provide daily check-ins with targeted students. As a result, students are being held accountable for their daily attendance and receive a reward.

Person Responsible: Natasha Deveaux (deveaux@dadeschools.net)

By When: 8/25-9/29

A Fun Friday activity will be provided for students who meet the minimum requirement of five days present during the school week. As a result other students will be motivated to attend school regularly.

Person Responsible: Natasha Deveaux (deveaux@dadeschools.net)

By When: 9/29

#3. 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.

Based on the data review, our school was identified as having one ESSA subgroup, Students with Disabilities (SWD) scoring under 41% overall proficiency. Within the SWD subgroup only 5% of the students are proficient in ELA and 14% in Math, in 3rd-5th grades. Although there was improvement in Math from the 2022-2023 school year, continued improvement for Students with Disabilities is a primary concern for ELA and Math, and will be targeted through implementing Small Group Instruction.

Measurable Outcome:

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

With the implementation of small group instruction, proficiency will increase in all subjects (ELA and Math) by a minimum of 3 percentage points, as measure by the 2023-2024 FAST PM3 assessment.

Monitoring:

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

The Leadership Team will conduct product reviews and classroom walk-throughs to ensure that Small Group Instruction is evident, happening consistently, and being monitored by the teacher. If successfully implemented, D.I. Folder will contain updated trackers showing progression of the students work in the curriculum in the areas of ELA and Math.

Person responsible for monitoring outcome:

Adam Pascual (apascual@dadeschools.net)

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.)

The evidence-based intervention being implemented is analysis of student work and various use of the formative assessment process. SWD may benefit from other types of assessments more commonly used with students during Tier 1 instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will assist teachers in obtaining information and data that can be used to gauge the student's understanding of the benchmarks being taught to provide timely feedback remediation.

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.

A schedule for the SPED coordinator will be created to provide push-in support for both ELA and Math to have a second Teacher-Led-Center.

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

By When: 8/25

During the DI block of ELA, support will be provided for targeted students in need of phonics instruction.

Person Responsible: Pebbles Collins-Smith (197944@dadeschools.net)

By When: 9/5- 9/29

Support in Math will include working with a small group to assist with Check for Understanding and MTR questions during independent work.

Person Responsible: Pebbles Collins-Smith (197944@dadeschools.net)

By When: 9/5- 9/29

The SPED coordinator will monitor SPED students progress and collaborate with classroom teacher. As a result, students will increase their understanding of targeted Math and ELA skills.

Person Responsible: Pebbles Collins-Smith (197944@dadeschools.net)

By When: 9/29

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

According to the data, the 2023-2024 school year shows that 33% of the teachers are new to the school, 33% are new to the position or grade level, and 67% are within their first three years of teaching we will implement Generating Momentum to Accomplish School and Community Goals.

Measurable Outcome:

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

By establishing an on-going support structure for new teachers via the evidence based practice of Generating Momentum to Accomplish School and Community Goals, we will see at least an 80% retention rate of instructional personnel at the start of the 2024-2025 school year.

Monitoring:

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

Throughout the year conversations will happen between the Principal and new teachers, coaches and teachers, and the Leadership Team to discuss incentives, professional development and methods of support to offer teachers.

Person responsible for monitoring outcome:

Adam Pascual (apascual@dadeschools.net)

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.)

Generating Momentum to Accomplish School and Community Goals is a strategy that requires an alignment of team and individual effort. Pathways must be provided to equip others with the right tools for success. Excelling in this area requires enhancing individual performance through professional development, tapping into individual strengths by identifying critical members of the team to harness input, and promoting a common bond and on-going communication so that goals are attainable.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Transformation Coaches will provide teacher-coach relationships to positively impact both teacher practices and student achievement via collaborative goal setting, planning, observations, and reflection.

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.

Provide new teachers with MINT or Buddy Mentors for the 2023-2024 school year and follow-up with quarterly dialog with administration. As a result, new teachers will be able to have one-on-one assistance for navigating the school system, professional development, and receiving personal feedback on their instructional experiences. (8/14 - 9/29).

Person Responsible: Adam Pascual (apascual@dadeschools.net)

By When: 8/31

Extend the opportunity for staff to reflect on teaching and management strategies used in their classrooms during collaborative planning sessions where teachers and coaches can informally discuss what worked and what did not during lessons. As a result, teachers will be encouraged and supported in evaluating practices and pivoting, if necessary. (8/14 - 9/29)

Person Responsible: Cassandra Bishop (281128@dadeschools.net)

By When: 9/29

Offer "Teacher-Perks" such as free coffee, school swag, extra classroom supplies, certificates and awards, and recognition on social media platforms. As a result we will build a supportive culture of acceptance and inclusiveness. (8/14 - 9/29)

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

By When: 9/29

Transformation Coaches will schedule peer observations and embed time for discussions and feedback. As a result, teachers will be able to learn helpful strategies from one another to implement in their own classrooms. (8/14 - 9/29).

Person Responsible: Cassandra Bishop (281128@dadeschools.net)

By When: 9/29

Continue sharing information with instructional staff about PD opportunities from the district and begin offering in-house opportunities on school-based needs with master plan points. (8/14 - 9/29)

Person Responsible: Adam Pascual (apascual@dadeschools.net)

By When: 9/29

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).

After reviewing the school's improvement funding resources, an intervention plan has been developed using Title I funds. In order to allocate funds based on need, the school leadership team reviews and analyzes the results of the 2022-2023 PM3 assessments. After careful analysis the area of greatest need are the students who are 2 or more years below grade level. Specifically our struggling readers who have gaps in decoding and phonics. Using the intervention plan, students have been identified as tier 2 and tier 3. Interventionists are hired to provide instruction to tier 2 students while classroom teachers target tier 3 students.

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

According to the 2022-2023 STAR Reading Assessment data, 50% of our Kindergarten students who are not on track to score a level 3 on the 2023-2024 statewide English Language Arts (ELA) assessment. Based on the data and the identified contributing factor of a large classroom size consisting of a many ESE and ESOL students, and new accountability requirements, the primary reading coach will facilitate weekly collaborative planning sessions focusing on differentiated instruction and small group instruction. As a result, primary coach and kindergarten teacher will continue to analyze student data to determine standard aligned grade level instruction to meet student needs.

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

According to the 2022-2023 FAST ELA Assessment data, 62% of 3rd Grade and 65% of 4th and 5th grade students who are not on track to score a level 3 on the 2023-2024 statewide English Language Arts (ELA) assessment. Based on the data and identified contributing factors of inconsistencies of staffing and new accountability requirements, the intermediate reading coach will facilitate weekly collaborative planning sessions focusing on differentiated instruction and small group instruction. As a result, intermediate coach and third to fifth grade teachers will continue to analyze student data to determine standard aligned grade level instruction to meet student needs.

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

If we successfully implement data-driven decision making with our differentiated and small group instruction for our current 1st graders who 50% scored below a Level 3 on the 2022-2023 STAR PM3

Reading Assessment, we are expecting to have a 3% decrease in students who are not on track to score a level 3 on the upcoming 2023-2024 STAR PM3 Reading Assessment.

Grades 3-5 Measurable Outcomes

If we successfully implement data-driven decision making with our differentiated and small group instruction for our current third graders, who 62% scored below a Level 3, and our current fourth and fifth graders, who 65% in each grade level scored below a Level 3, on the 2022-2023 PM3 ELA Assessments, we are expecting to have a 5% decrease in students who are not on track to score a level 3 on the upcoming 2023-2024 FAST PM3 ELA Assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

SLT will conduct weekly data chats and classroom walk-throughs to ensure evidence of DI and small group instruction is being implemented with fidelity.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Pascual, Adam, apascual@dadeschools.net

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?

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

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?

Standards-Based Collaborative Planning enriches collaboration with SLT and teachers promoting knowledge of learners and instruction that meets the needs of their 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 |
|---|---|
| Instructional coaches will use the first 10 minutes of planning to disaggregate ELA data with the current grade level teacher to plan accordingly for differentiated and small group instruction. (8/15 - 9/29) | Moore, Kernique, 276167@dadeschools.net |
| SLT will tier teachers based on the Framework for Effective Instruction focusing on knowledge of learners with the intention of developing highly effective teachers. (8/15 - 9/29) | Moore, Kernique, 276167@dadeschools.net |
| Administration will assign coaching cycles between primary or intermediate coaches with identified tiered teachers to develop teachers effectiveness in responding to students' developmental levels and providing instruction based on students' learning needs. (8/15 - 9/29) | Pascual, Adam, apascual@dadeschools.net |

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 school improvement plan will be shared with all stakeholders in a variety of platforms, including, EESAC meetings, faculty meetings, and parent resource nights. In each platform, copies of the school improvement plan will be provided, there will be forum in which stakeholders can provide input. In addition to these avenues, the school leadership team will collect feedback and dissect data from the previous school year to develop areas of strength and weakness and to outline a plan.

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))

Communication between staff and parents is important as it allows for our parents/community members support our students both from the educational setting to the home environment. Social media pages are kept current of happenings in the school, a parent portal is available for parents to check on the progress of their children. Parent letters about Tier II/III interventions are sent home to keep parents of the strategies and interventions taking place at school for their children. School website:
<http://pinevilla.dadeschools.net>

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)

The school's priorities on our academic program includes an area of focus on specifically relating to Differentiation. Using a targeted element of data-driven decision making, our collaborative planning sessions which make up of instructional coaches and teachers, are used to desegregate data, adjust instruction for reteaching through remediation and providing enrichment to students who are performing academically.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our site offers a Head Start program from 2 months old and up, that ensures our youngest students have access to engaging, rigorous and intentional instruction. In addition, providing the platform to build on social skills from an early age with the intention to be successful in Pre-K and Kindergarten.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school counselor has provided the district approved resource Cloud9 which assist students strategies to deal with basic problem solving strategies. This includes integrated character education. Primary and intermediate students receive curriculum that is developmentally appropriate.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students and parents are informed of opportunities at our local high schools to learn English and other technical education programs.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school identifies students based on the student profiles report, this tiers students and allows for our counselor identify students with retentivities behaviors. The school counselor does classroom based lessons on bullying, student attendance, and appropriate internet safety. The school partners with Miami-Dade County Police department which includes topics such as stranger danger, bike safety, internet safety and bullying.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is planned for at the beginning of the academic year with the intent on gardening interest from surveys and previous school-wide level data. Instructional coaches provide professional development sessions on instructional frameworks, data analysis, and interventions. We offer opportunities for new teachers to be paired up with a mentor so that if they become overwhelmed, there is an outlet in which to reach out to. Faculty meetings include the sharing of best practices so that other teachers can get ideas on what they can do different in their own classroom.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Preschool children are exposed to the Kindergarten teachers at the end of the school year so that they get to meet their future teacher. PreK teacher infuse Kindergarten standards throughout the school year to expose students by frontloading information when possible.