

Escambia County School District

Pine Meadow Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pine Meadow Elementary School

10001 OMAR AVE, Pensacola, FL 32534

www.escambiaschools.org

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 School Mission at Pine Meadow Elementary is to provide high levels of learning in a culture of collaboration and respect between students, faculty, staff, and parents. We will achieve and gain a sense of purpose through hard work, kindness, and high expectations in a safe and positive learning environment. We are united for all students to succeed.

Provide the school's vision statement.

Our vision for Pine Meadow Elementary is to be an environment that encourages the learning and development of the individual student in all phases of academic, physical, creative, and emotional experiences by providing a positive school climate. Pine Meadow will be a place where not only students learn, but educators learn and refine their skills, and where parents learn skills to help their child learn. A place where all stakeholders are involved in making a positive difference in the lives of students by preparing them for lifelong learning.

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
Hale, Lisa	Assistant Principal	
Morris, Dawn	Principal	
Steiner, Emily	Attendance/Social Work	
Chism, Heidi	Teacher, K-12	
Potter, Karen	Teacher, K-12	
Williams, Michelle	Teacher, K-12	
Lassiter, Kimberly	Teacher, K-12	

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 SIP is developed with input from all stakeholders, including school staff, parents, school leadership team members, and teachers through quarterly SAC meetings, PTA meetings, and surveys sent at various times during the year to identify potential areas of need and improvement within the school. Survey data is then reviewed to develop the SIP, meeting the needs of Pine Meadow's students and staff.

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 SIP will be monitored continuously during the school year through data meetings with teachers and the school leadership team, conferences with parents to discuss student achievement, and differentiated instruction provided to student that are not meeting the State's academic standards. The SIP goals will be monitored to ensure that all students are achieving academic success and growth and that revisions are made, as needed to sustain this growth.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	32%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	No
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: 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	8	17	34	25	24	18	0	0	0	126
One or more suspensions	0	0	1	1	2	1	0	0	0	5
Course failure in English Language Arts (ELA)	0	4	9	8	3	0	0	0	0	24
Course failure in Math	0	0	4	4	6	0	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	23	12	21	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	23	7	24	0	0	0	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	6	15	12	3	3	0	0	0	42

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	0	6	3	3	1	0	0	0	13

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	3	5	5	7	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	2	1	0	0	0	3

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	13	34	24	17	24	24	0	0	0	136
One or more suspensions	1	1	6	3	1	8	0	0	0	20
Course failure in ELA	0	2	3	4	2	4	0	0	0	15
Course failure in Math	0	1	2	0	5	7	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	1	8	20	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	0	13	13	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	25	44	10	36	0	0	0	122

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	1	3	3	3	9	15	0	0	0	34

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	3	1	1	1	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	13	34	24	17	24	24	0	0	0	136
One or more suspensions	1	1	6	3	1	8	0	0	0	20
Course failure in ELA	0	2	3	4	2	4	0	0	0	15
Course failure in Math	0	1	2	0	5	7	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	1	8	20	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	0	13	13	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	25	44	10	36	0	0	0	122

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	1	3	3	3	9	15	0	0	0	34

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	3	1	1	1	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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*	60	48	53	69	51	56	65		
ELA Learning Gains				64			55		
ELA Lowest 25th Percentile				45			48		
Math Achievement*	66	50	59	66	46	50	58		
Math Learning Gains				65			42		
Math Lowest 25th Percentile				60			23		
Science Achievement*	62	52	54	58	52	59	53		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

* 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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	245
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	61

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	427
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	24	Yes	4	1
ELL				
AMI				
ASN				
BLK	40	Yes	1	
HSP	69			
MUL	54			
PAC				
WHT	68			
FRL	50			

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	38	Yes	3	
ELL				
AMI				
ASN				
BLK	51			
HSP	75			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	60			
PAC				
WHT	63			
FRL	56			

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	60			66			62					
SWD	25			34			25				4	
ELL												
AMI												
ASN												
BLK	42			44			30				4	
HSP	65			73							2	
MUL	45			66							3	
PAC												
WHT	66			70			72				4	
FRL	47			56			54				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	69	64	45	66	65	60	58					
SWD	22	35	35	43	58	59	17					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	53	70	55	35	60	64	17					
HSP	80			70								
MUL	65	73		64	36							
PAC												
WHT	73	63	41	74	68	59	65					
FRL	59	64	41	54	69	58	49					

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	65	55	48	58	42	23	53					
SWD	21	30		27	20		20					
ELL												
AMI												
ASN												
BLK	42	31		34	6		19					
HSP	73	82		59	45		82					
MUL	71			65								
PAC												
WHT	71	58	55	64	50	36	58					
FRL	52	50	33	50	40	28	40					

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	49%	8%	54%	3%
04	2023 - Spring	72%	57%	15%	58%	14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	44%	12%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	51%	12%	59%	4%
04	2023 - Spring	87%	58%	29%	61%	26%
05	2023 - Spring	58%	47%	11%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	51%	11%	51%	11%

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.

Students with disabilities ELA scores are at 27.1%, well below the 41% cutoff. There is low proficiency, along with low learning gains keeping the students below the threshold. During the pandemic, these students would have missed foundational skills in ELA, due to school closures, online learning, and a lack of targeted instruction from high quality ESE teachers. SWD in Science is 9%, which is also much lower than the 41% threshold. This ties into low ELA scores, as proficiency in Science is directly related to the ability to read and comprehend on grade level.

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

SWD in Science is 9%, which is also much lower than the 41% threshold and down from the prior year score of 26%. African American students also showed a significant decline in Science, dropping from 33% to 17%. Declines in the science scores are directly tied to the decreased ELA scores, as proficiency in Science is directly related to the ability to read and comprehend on grade level. ELA Proficiency within the majority of ESSA subgroups decreased 7.4% from prior year scores.

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.

Overall, with combined ESSA subgroups and overall student proficiency, Pine Meadow is above the state average in ELA, Math, and Science. ELA proficiency is 7.6%, Math proficiency is 11.8%, and Science proficiency is 11.5% above the state average.

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

ELA overall proficiency increased 5% points, increasing from 64% to 69%. ELA Learning gains also showed significant improvement, increasing from 58% to 64%. Pine Meadow utilized ECSD curriculum and resources to provide interventions and support to students, including ESSA subgroups. Iready, Ready resources, and Sonday Systems were provided by ECSD and utilized with students, as needed. Tutoring for students was provided by ESSER funds and allowed teacher to further target students needing interventions and assistance with foundational ELA skills.

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

Attendance and tardies are two areas of concern for Pine Meadow. 398 students make up the Economically disadvantaged subgroup and 127 students make up the SWD subgroup. This is 72% of our student body. Between these two subgroups, they amassed the majority of absences and tardies. In the 22-23 school year, SWD amassed 1,310 tardies and 1,508 absences. Economically disadvantaged students amassed 4,297 tardies and 5,328 absences.

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

ELA proficiency for SWD, including increases in ELA learning gains and Lower Quartile learning gains
Science proficiency for all students, including ESSA subgroups
Tardies and absences need to be monitored and addressed

Area of Focus

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

#1. 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.

Attendance and Tardies are two areas of concern for Pine Meadow. 398 students make up the Economically disadvantaged subgroup and 127 students make up the SWD subgroup. This is 72% of our student body. Between these two subgroups, they amassed the majority of absences and tardies. In the 22-23 school year, SWD amassed 1,310 tardies and 1,508 absences. Economically disadvantaged students amassed 4,297 tardies and 5,328 absences.

Measurable Outcome:

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

According to FOCUS data Economically Disadvantaged students and SWD comprised the largest group of students with absences and tardies. The two ESSA groups combined equal 5,607 tardies and 6,836 absences.

The number of tardies and absences will both decrease by 15%. Tardies will decrease to 841 tardies and 1025 absences.

Monitoring:

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

The data metrics that will be utilized to monitor the attendance goal will be FOCUS. Attendance data will be monitored weekly. Good and Improved attendance will be recognized weekly and posted in the main hall. Monthly Parent conferences will be held for students that amass 10 or more tardies and/or 5 or more absences within the month. The team will meet with the teachers to discuss the data and determine future practices for decreasing absences and tardies.

Person responsible for monitoring outcome:

Emily Steiner (esteiner@ecsdfi.us)

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.)

Provide professional development and training to help key stakeholders with understanding that chronic absence occurs when students miss too much school for any reason — including excused as well as unexcused absences and suspensions — and results in students falling behind academically.

Once data is available, educators, students, families and community partners can use this information to examine who is most affected by chronic absence and determine if particular policies or practices are helping to improve attendance. Such a process starts with examining data accuracy. Once that is confirmed, qualitative data such as interviews, surveys and focus groups — can be used to assess how student attendance is being increased. Improvements could result from improved practices, revamped policies or a strategic investment of resources to expand strategies that work.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using Chronic Absence to Map Interrupted Schooling, Instructional Loss and Educational Inequity: Insights from School Year 2017-18 Data, by Attendance Works and the Everyone Graduates Center, February 2021.

This report provides a national and state analysis of how many schools face high levels of chronic

absence and shows how chronic absence data reported prior to the coronavirus pandemic can help guide strategies to address the learning loss that has been further exacerbated by Covid-19.

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 2 - Moderate 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 leadership will establish school-wide protocols for attendance and behavior. The protocols will be monitored by data review and class walks. Teachers and students will receive feedback about attendance and behavior on a monthly basis.

Person Responsible: Emily Steiner (esteiner@ecsdf1.us)

By When: Monthly

The leadership team will analyze PMDR data, ESE IEP's, and FOCUS data. The team will meet with teachers at the beginning of the year to discuss student attendance and data directly tied to student disabilities pertaining to data. The team will then meet monthly with teachers to discuss data to inform next steps.

Person Responsible: Emily Steiner (esteiner@ecsdf1.us)

By When: Monthly

The school guidance counselor will help support behaviors by removing barriers that impede attendance. The guidance counselor will provide resources such as food, support for parents with community resources, and mental health counseling.

Person Responsible: Emily Steiner (esteiner@ecsdf1.us)

By When: Monthly

#2. Instructional Practice specifically relating to ELA

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.

Achievement in ELA has not reached 41% proficiency for the past three years and shows the deficiencies in the following subgroups based on the 2022-23 FAST PM 3 progress monitoring assessment: Students with Disabilities (27.1%). The African American/Black subgroup (39%) has not reached proficiency during the 22-23 school year based on FAST PM3 data.

Measurable Outcome:

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

ELA proficiency will go from 61% (proficiency*) on the 2023 FAST to 65% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD, African American/Black, Economically Disadvantaged. ELA proficiency for ESSA subgroups will increase by 50%.

The achievement gap in ELA learning gains between SWD and overall students will decrease by 50%, going from 35 point gap on the 2022 ELA FSA to a 17 point gap or less on the 2024 ELA FAST PM3.

* Proficiency levels indicated for the 2023 are based on levels set as of July 2023

Monitoring:

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

FAST Progress monitoring- AP1, AP2, AP3

The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Dawn Morris (dmorris2@ecsdf.us)

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.)

Strengthen the multi-tiered system of supports for all students by providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on FAST AP progress monitoring assessments.

Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Programs providing explicit, differentiated instruction include Sonday Systems and Chip Kits, both of which are provided by ECSD, along with teacher training.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to FCRR, providing providing explicit, systemic, scaffolded, differentiated instruction and corrective feedback ensures the needs of students are being met through small group instruction.

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.

Review assessment data monthly and hold data meetings to identify students in need of intervention and determine who will provide the intervention.

Person Responsible: Dawn Morris (dmorris2@ecsdfl.us)

By When: Monthly

Use the ELA decision tree to determine targeted evidence based interventions for identified students.

Person Responsible: Dawn Morris (dmorris2@ecsdfl.us)

By When: Monthly

Monitor implementation of interventions through RTI meetings and walkthroughs

Person Responsible: Dawn Morris (dmorris2@ecsdfl.us)

By When: Ongoing-Monthly

#3. Instructional Practice specifically relating to Science

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.

Achievement in Science has not reached 41% proficiency for the past three years and shows the deficiencies in the following subgroups based on the 2022-23 FAST PM 3 progress monitoring assessment: Students with Disabilities (21%). The African American/Black subgroup (30%) has not reached proficiency during the 22-23 school year based on FAST PM3 data.

Measurable Outcome:

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

Science proficiency will go from 62% (proficiency*) on the 2023 FAST to 65% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD, African American/Black, Economically Disadvantaged. Science proficiency for ESSA subgroups will increase by 50%.

The achievement gap in Science learning gains between SWD and overall students will decrease by 50%, going from 52 point gap on the 2022 Science statewide assessment to a 26 point gap or less on the 2024 Science PM3 statewide assessment.

* Proficiency levels indicated for the 2023 are based on levels set as of July 2023

Monitoring:

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

FAST progress monitoring- AP1, AP2, AP3, as well as ECSD quarterly assessments via SchoolNet. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Lisa Hale (lhale@ecsdfi.us)

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.)

School leadership ensures that teachers have a shared understanding of the curriculum and standards across the grades and work to Increase student engagement in learning

Teachers will utilize reports generated from district quarterly tests, and the focus grade book. Teachers will review student assessment and progress monitoring to conduct student data chats, providing feedback to gain a high-yield effect size.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this strategy is evidenced-based research by John Hattie and Robert Marzano that overt direct instruction, student engagement with the content, and teacher feedback have a high effect size.

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.

Utilize District Science common formative assessments according to the curriculum framework calendar to inform instruction and the 9 weeks exams to track progress. Schedule PD days to review data and plan for new instruction and remediation.

Person Responsible: Lisa Hale (lhale@ecsdfl.us)

By When: Monthly

The leadership team will meet with teachers to discuss EOC and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from progress monitoring, and meet with teachers for data chats.

Person Responsible: Lisa Hale (lhale@ecsdfl.us)

By When: Monthly

The leadership team will conduct classroom walks on a weekly basis to monitor the implementation of the professional development, use of ECSD Science resources, Study Island, Generation Genius, Spark Science Slide Decks, and planning outcomes.

Person Responsible: Lisa Hale (lhale@ecsdfl.us)

By When: Monthly

Teachers will utilize reports generated from district quarterly tests, and the focus grade book. Teachers will review student assessment and progress monitoring to conduct student data chats, providing feedback to gain a high-yield effect size.

Person Responsible: Lisa Hale (lhale@ecsdfl.us)

By When: Monthly

Teachers will incorporate labs and/or hands on activities at least weekly into the curriculum. District personnel will support this effort with example labs/activities and training on implementation.

Person Responsible: Lisa Hale (lhale@ecsdfl.us)

By When: Monthly

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).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding

sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 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

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

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

Grades 3-5 Measurable Outcomes

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.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

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?

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

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.

How does Pine Meadow communicate timely information about the Title I program?

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact. Information from the Title I Annual Parent Meeting is disseminated via Google Slides/Screenshots; Advertisements, Agendas, Minutes, and Sign in Sheets.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page found at <https://www.escambiaschools.org/pmes>.

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))

How does Pine Meadow offer opportunities for regular meetings for families to participate in making decisions and give feedback?

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Three academic Family Nights are scheduled to build the capacity of families in Language Arts, Science, and Math. Teachers will share strategies which can be used at home. Teachers send daily and/or weekly*information home to parents regarding their child's academic and social progress. (add specific events and other activities from your Parent and Family Engagement plan)

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS. PTA meetings are scheduled quarterly and information regarding upcoming events is shared with families via "The Panther Tales", which is Pine Meadow's school newsletter.

The Parent & Family Engagement Plan is accessible from our school's website, <https://www.escambiaschools.org/pmes>.

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)

How does Pine Meadow communicate timely information about curriculum, assessment, and achievement?

During the Title I Annual Parent Meeting, parents are provided with Google Slides/Screenshots; information regarding the PFEP, and areas of academic focus for the upcoming school year, based on FAST data.

Family Nights will be held three times per year, with a focus on areas needing improvement, as defined by the SIP data. Areas needing improvement are focused on ELA and Science.

The FOCUS parents portal provides parents with student progress reports, report cards, test history, allowing parents up to date information regarding student progress.

RTI Parent Meetings are held for various students based on academic needs and offer students research-based

high-intensity supports to increase proficiency and learning gains.

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))

The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA.

Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

Title I, Part C: Migrant families participate in a LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities.

Title I, Part D: Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.

ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.

Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.

Carl Perkins Career and Technical Education Act: Provides funds to increase the quality of career and technical education.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

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))

School-based counseling is available to all students, both for personal and academic concerns that arise. Additional Overlay counseling is available to students, in cooperation with the ECSD and Lakeview, and is offered to students identified as SWD, as well a general education students.

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))

Although Pine Meadow is an elementary school, we received funding through an AT&T grant to increase student knowledge and understanding of career academies for fifth grade students. Utilizing monies from the grant, students were engaged in STEAM activities relating to available career academies in ECSD, such as Culinary, Agriculture, and IT.

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).

TIER 1 behavior is provided in the classroom for every student to be successful. Behavior charts, incentives, breaks, can be utilized to further assist struggling students, as needed.

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))

Each year, teachers participate in an online book study utilizing Title 1 funds. This year, we will collaborate and discuss the book, Unselfie, by Michele Borba. Michele Borba offers a 9-step program to help parents cultivate empathy in children, from birth to young adulthood—and explains why developing a healthy sense of empathy is a key predictor of which kids will thrive and succeed in the future. PD for iReady is provided for teachers two times per year. Data from diagnostic assessments and progress monitoring are utilized to improve differentiated instruction for high-need ESSA subgroups and to provide teachers with tools and strategies to increase student learning.

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))

N/A

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: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00

3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00

Budget Approval

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

No