Pinewood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Pinewood Elementary School

5200 SE WILLOUGHBY BLVD, Stuart, FL 34997

martinschools.org/o/pes

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

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.

The mission of Pinewood Elementary School is to Educate All Students for Success.

Provide the school's vision statement.

The vision of Pinewood Elementary School is to build a Dynamic Educational System of 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
Deutsch, Susanna	Principal	Maximize budget, hire personnel, purchase curriculum resources, communicate with stakeholders, master schedule, analyze data, monitor data and implementation of initiatives
Morris, Patty	Assistant Principal	PBIS, analyze and monitor data, conduct observations and provide timely feedback, family engagement, student engagement, professional development
Mannion, Maureen	Reading Coach	Analyze and monitor data, provide coaching cycles, provide timely feedback, family engagement, student engagement, staff development, monitor implementation of curriculum
Martin, Ashley	Reading Coach	Analyze and monitor data, provide coaching cycles, provide timely feedback, family engagement, student engagement, staff development, monitor implementation of curriculum
	Teacher, ESE	Review IEP goals, meet with support facilitators and staff assigned to SWD to ensure instructional materials are aligned to student area for growth and IEP goals, conduct meetings with staff and parents to develop goals, meet with all providers that support SWD students to ensure alignment of services, schedule support for SWD students.
Porter, Amy	Assistant Principal	PBIS, analyze and monitor data, conduct observations and provide timely feedback, family engagement, student engagement, professional development, coordinate tutoring.

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 school has a School Advisory Council (SAC) comprised of teachers, staff, parents, and community members. Assessments, attendance/tardies, referrals, and walkthrough data is reviewed and monitored to create school improvement goals. Input is accepted at each meeting from all stakeholders. Stakeholders are provided training during each meeting.

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 is monitored quarterly to ensure it is being implemented effectively and is having a positive impact on student achievement. Data is provided for all subgroups. Changes to the plan will be made based on the analysis of the data, as necessary.

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	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) 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: D

	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	43	41	36	44	29	38	0	0	0	231
One or more suspensions	2	4	4	2	2	3	0	0	0	17
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	41	18	55	0	0	0	114
Level 1 on statewide Math assessment	0	0	0	40	23	54	0	0	0	117
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	1	0	0	0	0	1

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

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

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	56	48	42	42	51	48	0	0	0	287
One or more suspensions	4	0	1	0	0	11	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	34	56	43	0	0	0	133
Level 1 on statewide Math assessment	0	0	0	41	55	63	0	0	0	159
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	1	36	52	52	0	0	0	142
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	1	36	52	52	0	0	0	142

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	22	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

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	56	48	42	42	51	48	0	0	0	287
One or more suspensions	4	0	1	0	0	11	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	34	56	43	0	0	0	133
Level 1 on statewide Math assessment	0	0	0	41	55	63	0	0	0	159
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	1	36	52	52	0	0	0	142
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	1	0	1	36	52	52	0	0	0	142

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	22	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

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*	43	55	53	39	53	56	39		
ELA Learning Gains				43			43		
ELA Lowest 25th Percentile				35			53		
Math Achievement*	47	62	59	42	43	50	36		
Math Learning Gains				46			30		
Math Lowest 25th Percentile				33			31		
Science Achievement*	32	55	54	38	54	59	32		
Social Studies Achievement*					58	64			
Middle School Acceleration					38	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	45	53	59	62			67		

* 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)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	213
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	2	1
ELL	26	Yes	2	2
AMI				
ASN				
BLK	49			
HSP	31	Yes	2	1
MUL	40	Yes	1	
PAC				

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%
WHT	60			
FRL	39	Yes	2	

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	1	
ELL	31	Yes	1	1
AMI				
ASN	93			
BLK	28	Yes	1	1
HSP	36	Yes	1	
MUL	49			
PAC				
WHT	52			
FRL	39	Yes	1	

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	43			47			32					45
SWD	28			25			17				5	26
ELL	25			27			15				5	45
AMI												
ASN												
BLK	44			53							2	
HSP	32			33			20				5	44

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
MUL	40			40							2	
PAC												
WHT	57			64			48				4	
FRL	37			41			25				5	48

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	39	43	35	42	46	33	38					62
SWD	22	42	45	25	53	37	22					58
ELL	23	33	26	24	38	29	16					62
AMI												
ASN	86			100								
BLK	21	31		28	43		18					
HSP	28	40	32	28	41	33	26					61
MUL	32	38		53	71							
PAC												
WHT	55	49		58	45		51					
FRL	33	41	33	33	43	32	32					66

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	39	43	53	36	30	31	32					67
SWD	21	25		17	13		23					70
ELL	23	45	67	27	32	33	15					67
AMI												
ASN	73			100								
BLK	37	31		20	25		33					
HSP	27	47	64	27	27	30	15					66
MUL	25			26								
PAC												
WHT	58	48		51	37		64					

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
FRL	32	45	68	28	26	33	17					63

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	31%	53%	-22%	54%	-23%
04	2023 - Spring	59%	66%	-7%	58%	1%
03	2023 - Spring	43%	51%	-8%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	62%	-13%	59%	-10%
04	2023 - Spring	62%	71%	-9%	61%	1%
05	2023 - Spring	35%	56%	-21%	55%	-20%

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.

Although Science proficiency was the lowest performing at 30% in 2023, there was a direct correlation to the reading proficiency of fifth grade at 31% in 2023. Therefore, we need to continue working on reading proficiency in grades 3-5, which was overall 43% in 2023. Contributing factors include over scaffolding of students and lack of differentiation of assignments/tasks. Also, a misalignment of intervention provided to the related reading gap identified.

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

Science proficiency scores declined by 6% from 2022 to 2023. Contributing factors include the reading proficiency of 5th grade students which was 31% in 2023. Also, the lack of fidelity of science instruction in previous years which resulted in limited knowledge of 3rd and 4th grade standards.

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.

5th grade proficiency in ELA was 23% lower than the state average and 20% lower in Mathematics. This group had a decline in proficiency the year prior which contributed to their learning gap. This low proficiency in reading created low proficiency in mathematics and science.

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

The Math proficiency increased from Progress Monitoring 1 to Progress Monitoring 3. We invested in staff development and coaching in Tier 1 instructional practices, Administration and District math coach attended PLC meetings, and visited classrooms regularly. We worked closely with the District's Math Department to revise assessments that were in alignment with B.E.S.T. Benchmarks.

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

1. Over 50 % of students not meeting proficiency in ELA and Mathematics
2. Over 50% of ELL and SWD students not meeting proficiency in ELA and Mathematics

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

1. Increase student's ELA proficiency in all subgroups
2. Increase student's Math proficiency in all subgroups
3. Increase student proficiency in Science
4. Provide staff development in instructional (Tier 1) strategies that impact student achievement
5. Provide coaching for teachers needing support in developing effective instructional practices

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.

Positive culture and environment specifically relating to student achievement is embedded in building the home-to-school gap. Family Engagement in integral to the work done in schools as it relates to the support families are able to provide at home.

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

By the end of the 2024 school year, family participation will increase by 20%. This will also be reflected in a 20% decrease of students performing at a level 1 in the 2024 FAST PM3 ELA and Mathematics Assessment.

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

Sign in and sign-out sheets for Family Engagement events will be monitored for participation rates. PM1, PM2 and PM3 data points.

Person responsible for monitoring outcome:

Patty Morris (morrisp2@martin.k12.fl.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.)

The District messaging system (text and email, and phone messages) will be used to inform parents about school events. Parental involvement strategies will include engaging parents to come to the parent resource center at the school and check out materials for practice at home, as well as workshops centered on ways to help students improve academic outcomes will be deployed in both English and Spanish by the school's family liaison. In addition, academic family nights will be offered throughout the school year as well as informative trainings on systems parents can use to assist and monitor student progress.
Texting Parents: Evaluation Report and Executive Summary (2017)
Miller, Sarah; Davison, Jenny; Yohanis, Jamie; Sloan, Seaneen; Gildea, Aideen; Thurston, Allen (2017). Education Endowment Foundation. Retrieved from: https://eric.ed.gov/?id=ED581121
Family Engagement Research: https://archive.globalfrp.org/family-involvement/publications-resources/a-meta-analysis-of-the-efficacy-of-different-types-of-parental-involvement-programs-for-urban-students#:~:text=This%20meta%2Danalysis%20found%20that,35)%2C%20checking%20homework%20(.

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

This strategy will increase parent engagement at the school for family engagement activities relating to academic achievement. With increased participation in these events, as well as checking out materials from the Parent Resource Center, the intervention will assist in increasing family participation.

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?

Yes

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.

Paper and digital information regarding family nights will be shared in English and Spanish.

Person Responsible: Susanna Deutsch (deutscs@martinschools.org)

By When: Ongoing, monthly form September 2023 to May 2024.

Bilingual staff will be available at family night events and meetings to translate information to parents and be available to answer questions.

Person Responsible: Susanna Deutsch (deutscs@martinschools.org)

By When: Ongoing, from August 2023 to May 2024

Academic Family Nights with hands on math, science and reading activities are scheduled throughout the school year.

Person Responsible: Michelle Heath (heathm@martin.k12.fl.us)

By When: October 26, 2023, December 14, 2023 and January 25, 2024.

Parent trainings on school systems that allow for collaboration between home and school and monitoring of student progress are scheduled throughout the school year, including FOCUS, Classlink, Parent/ Teacher Conferences, i-Ready, B.E.S.T. Benchmarks.

Person Responsible: Susanna Deutsch (deutscs@martinschools.org)

By When: 8/22/23, 9/19/23, 11/28/23, 12/14/23, 1/25/24.

Parent Resource Liaison will provide ongoing communication with parents of primary students in regard to academics and educational activities they can do at home. In addition, they will assist with translation of meeting s and trainings and offer one on one training on District-wide systems essential to home and school collaboration. This will allow parents to help their child at home and therefore increase student academic success.

Person Responsible: Amy Porter (portera@martin.k12.fl.us)

By When: By May 2024, contact will be made with 100% of the families of students who are at academic risk in K-2.

#2. ESSA Subgroup specifically relating to English Language Learners

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.

2023 overall subgroup data for ELL students indicates less than 50% of students in grades 3-5 are proficient in ELA. As a Title I school that serves a diverse population of students, this was identified as a crucial area of focus since reading proficiency is impacting math and science proficiency.

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

By May 2024, 50% of students in the ELL subgroup will score a level 3 or higher on the F.A.S.T. PM3 assessment in ELA.

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

PM1 and PM2 data will be reviewed and tutoring will be provided, Unit assessments will be tracked by benchmark and readdressed if necessary in small group instruction, iReady progress monitoring assessments will be used to assign lessons in benchmarks not mastered. Reading fluency probes will be administered at the end of each quarter and used to remediate underlying phonics gaps. Walkthrough data and coaching support log will be used to determine fidelity of implementation and growth.

Person responsible for monitoring outcome:

Susanna Deutsch (deutscs@martinschools.org)

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.)

Using appropriate scaffolds that support students who are learning a second language, use research based strategies such as graphic organizers to aid comprehension, provide professional development to teachers on how ELL students acquire a new language and strategies available to them (ELLevation). Larkin, M. (2002). Using scaffolded instruction to optimize learning. https://www.vtaide.com/png/ERIC/Scaffolding.htm
Waxman, H.C., & Tellez, K. (2002). Research synthesis on effective teaching practices for English language learners. Philadelphia, PA: Temple University, Mid-Atlantic Regional Educational Laboratory, Laboratory for Student Success. (ERIC Document Retrieval No. ED474821)

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

Using strategies and programs that are designed for language acquisition and remediation are necessary to assist our English Language Learners in developing oral and written language.

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?

Yes

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.

Staff development in differentiation of tasks or assignments for ELL students.

Person Responsible: Maureen Mannion (manniom@martin.k12.fl.us)

By When: By October 31, 2023 staff development will be provided to all instructional personnel on the process of differentiating tasks/assignments.

Teachers will plan appropriate supports for ELL students during PLC meetings and implement strategies learned while delivering lessons. Coaches will support teachers providing feedback and coaching cycles for those identified as needing additional support in effective implementation.

Person Responsible: Maureen Mannion (manniom@martin.k12.fl.us)

By When: Coaching will begin August 2023 and will be ongoing through April 2024.

Staff development (self paced) on research based strategies for ELL students.

Person Responsible: Susanna Deutsch (deutscs@martinschools.org)

By When: By December 31, 2023, staff will complete a self paced training from ELLevation to understand and support how students acquire a second language.

#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.

2023 overall subgroup data for SWD students indicates less than 50% of students in grades 3-5 are proficient in ELA. As a Title I school that serves a diverse population of students, this was identified as a crucial area of focus since reading proficiency is impacting math and science proficiency.

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

By May 2024, 50% of students in the SWD subgroup will score a level 3 or higher on the F.A.S.T. PM3 assessment in ELA.

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

PM1 and PM2 data will be reviewed and tutoring will be provided, Unit assessments will be tracked by benchmark and readdressed if necessary in small group instruction, iReady progress monitoring assessments will be used to assign lessons in benchmarks not mastered. Reading fluency probes will be administered at the end of each quarter and used to remediate underlying phonics gaps. Walkthrough data and coaching support log will be used to determine fidelity of implementation and growth.

Person responsible for monitoring outcome:

Susanna Deutsch (deutscs@martinschools.org)

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.)

Explicit instruction, appropriate scaffolding, differentiation of tasks/assignments, tiered level of support. Archer A. L., Hughes C. A. (2011). Explicit instruction: Effective and efficient teaching. Guilford Press. Cook B. G., Cook S. C. (2013). Unraveling evidence-based practices in special education. The Journal of Special Education, 47(2), 71–82. https://doi.org/10.1177/0022466911420877

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

Using strategies and programs that are designed to diagnose areas for growth and provide remediation are necessary to assist our Students With Disabilities develop foundational reading skills. Providing Teachers with professional development on explicit instruction, scaffolding and differentiation will increase effective tier 1 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.

Teachers will implement the use of iReady to diagnose areas of growth for students, which will create an individual learning path.

Person Responsible: Ashley Martin (martina@martinschools.org)

By When: By October 31, 2023 staff development on iReady will be provided to all staff members assigned to work with students.

Professional development will be provided for teachers and staff on the iReady program. Teachers will schedule use of program for 45 minutes per week and monitor lessons completed and passed by student.

Person Responsible: Patty Morris (morrisp2@martin.k12.fl.us)

By When: By October 31, 2023, staff will be trained to use the iReady program and the first diagnostic assessment will be administered to students.

Support Facilitators to provide push-in or pull-out groups for SWD as prescribed on their IEP.

Person Responsible: Susanna Deutsch (deutscs@martinschools.org)

By When: Ongoing from August 14, 2023 to May 31, 2024.

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

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

Student behavior data indicates an increase in students receiving referrals of from 43 in 2022 to 78 in 2023 which results in students missing instructional time and support. 90% of referrals were written for unruly or disruptive behaviors which impacts the classroom as a whole and the teacher's ability to effectively deliver instruction.

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

By May 2023, student referrals will reduce by 20% from 2023 to 2024.

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

Monthly review of student referral data. This will also be shared with staff and stakeholders.

Person responsible for monitoring outcome:

Patty Morris (morrisp2@martin.k12.fl.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.)

Staff development in Responsibility Centered Discipline will be given to staff members, including a follow up training in January.
Andreou T. E., McIntosh K., Ross S. W., Kahn J. D. (2015). Critical incidents in sustaining school-wide positive behavioral interventions and supports. The Journal of Special Education, 49(3), 157–167. https://doi.org/10.1177/0022466914554298
National Association of School Psychologists. (NASP; 2016). Integrated Model of Academic and Behavioral Supports [Position statement]. Bethesda, MD: Author.
National Association of School Psychologists. (2018). Effective school discipline policies and practices: Supporting student learning [Research summary]. Bethesda, MD: Author.

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

Pinewood Elementary has a Platinum PBIS program, however the increase in referrals and staff feedback indicated a need for training in de-escalation practices and working with kids in crisis. Responsibility Centered Discipline provides the techniques to address disruptive behaviors while maintaining the dignity of the student and providing choice and accountability for their decisions.

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?

Yes

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 staff development for Responsibility Centered Discipline in two phases. All staff will recieve training.

Person Responsible: Patty Morris (morrisp2@martin.k12.fl.us)

By When: One training in August 2023. A Follow-up training in January 2024.

#5. 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.

Pinewood Elementary's 2023 F.A.S.T. PM3 proficiency scores in ELA, Math, and Science are below 50%. In 2023 walkthrough data indicated there was inconsistent implementation of appropriate supports for students to reach grade level expectations.

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

By May 2024, 58% of Students in grades 3-5 will score proficient on the F.A.S.T. PM3 ELA assessment.
By May 2024, 61% of Students in grades 3-5 will score proficient on the F.A.S.T. PM3 Math assessment.
By May 2024, 50% of Fifth Grade students will score proficient on the PM3 Science assessment.

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

PM1 and PM2 data will be analyzed to identify students who need push-in, pull-out and/or tutoring. Unit assessments will be tracked by benchmark and readdressed if necessary in small group instruction, iReady progress monitoring assessments will be used to assign lessons in benchmarks not mastered. Reading fluency probes will be administered at the end of each quarter and used to remediate underlying phonics gaps. Walkthrough data and coaching support log will be used to determine fidelity of implementation and growth.

Person responsible for monitoring outcome:

Susanna Deutsch (deutscs@martinschools.org)

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.)

Additional instructional support in reading comprehension skills, after school tutoring, PD for teachers to learn how to appropriately support students through scaffolding and differentiating tasks/assignments, planning and implementation of appropriate scaffolding and differentiation of tasks/assignments.
Ibrahim Suleiman Ibrahim Magableh, Amelia Abdullah. (2021) The Impact of Differentiated Instruction on Students' Reading Comprehension Attainment in Mixed-Ability Classrooms. Interchange 52:2, pages 255-272.

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

Over 50% of our Title I students are not able to reach proficiency based solely on the delivery of instruction. Identifying strategies/supports that allow students to the ability to show their understanding of benchmarks taught will increase student engagement and participation. Differentiating tasks and assignments will provide students the support necessary to learn grade level skills while working on remediating student gaps.

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?

Yes

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.

Ongoing staff development in the development of differentiated tasks or assignments.

Person Responsible: Ashley Martin (martina@martinschools.org)

By When: By February 2024, staff members will be trained several strategies to implement differentiated tasks and assignments.

Coaching and modeling will be scheduled for teachers to ensure effective implementation of differentiated tasks and assignments.

Person Responsible: Maureen Mannion (manniom@martin.k12.fl.us)

By When: Ongoing, September 2023 through April 2024.

PLCs will take place during and after school hours to develop and analyze the impact of differentiated tasks and assignments.

Person Responsible: Maureen Mannion (manniom@martin.k12.fl.us)

By When: Ongoing, September 2023 through May 2024.

Push-in or pull-out tutoring for identified students.

Person Responsible: Amy Porter (portera@martin.k12.fl.us)

By When: Ongoing from October 2023 through April 2024.

Students will be provided opportunities to attend field trips (in-house or off-campus) that will assist in building background knowledge language, vocabulary, and comprehension in science, reading, math, and social studies. Experiential activities will

Person Responsible: Susanna Deutsch (deutscs@martinschools.org)

By When: By May 2024, 100% of grade levels will have participated in one or two academic-related field trips associated with a B.E.S.T. standard or N.G.S.S. standard. Some of the field trips are referred to as in-house field trips and the experience comes to the school site, mitigating the transportation barrier. Experiences include K In-House Animal Detectives, trip Hobe Sound Nature Center, In-House 1st grade Astro-Adventure, Trip Palm Beach Zoo, 2nd In-House Circle of Life (Life cycles amphibians insects, and reptiles.) Trip Oceanographic Center 3rd grade Lava, Lakes, and Landforms, Lyric Theatre, 4th-grade trip - Kennedy Space Center, 5th DNA Detectives.

No description entered

Person Responsible: [no one identified]
By When:

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).

Many sources of data were analyzed (student achievement, walkthroughs, formal observations, instructional trends, intervention data, professional development feedback, SAC participation and feedback, surveys, etc.) to determine how school improvement funds should be prioritized based on needs. In addition to reviewing data, we met and discussed priorities in School Advisory Council meetings, Faculty and Staff Meetings, and collaborations with District and State support personnel.

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

Pinewood Elementary 2023 PM3 STAR data indicates 41% of K-2 students are below At/Above grade level expectations in ELA. Walkthrough data in 2023 indicated there was inconsistent implementation of appropriate supports for students to reach grade level expectations.

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

Pinewood Elementary 2023 F.A.S.T. PM3 proficiency scores in ELA is 43% in 2023. Walkthrough data indicated there was inconsistent implementation of appropriate supports for students to reach grade level expectations.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By May 2024, the number of K-2 grade students not At/Above grade level expectations will decrease from 41% to 35% as evidenced the STAR PM3 assessment.

Grades 3-5 Measurable Outcomes

By May 2024, 58% of students in grades 3-5 will score a level 3 or higher on the F.A.S.T. PM 3 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.

PM1 and PM2 data will be analyzed to identify students who need push-in, pull-out and/or tutoring. Unit assessments will be tracked by benchmark and readdressed if necessary in small group instruction, iReady progress monitoring assessments will be used to assign lessons in benchmarks not mastered. Reading fluency probes will be administered at the end of each quarter and used to remediate underlying phonics gaps. Walkthrough data and coaching support log will be used to determine fidelity of implementation and growth. Ongoing monitoring of data and ongoing support for both teachers and students will impact academic growth.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Deutsch, Susanna, deutscs@martinschools.org

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?

Supplemental resources - How to Plan for Differentiated Reading Instruction, Phonics for Reading, Quick Reads, Magnetic reading and iReady will be used to support the needs of students. All programs have their individual progress monitoring tools and scope and sequence for ongoing monitoring. All programs support the B.E.S.T. Benchmarks and all but one are in our District's Reading Plan. iReady has a moderate ESSA rating with an effect size of .23.
Staff Development - Scaffolding, differentiation and student teaming
Coaching - Ongoing coaching cycles for teachers needing support

Rationale:

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

- Do the evidence-based practices/programs address the identified need?

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

The supplemental resources were specifically selected using student data to address the learning gaps of students. The professional development was identified using walkthrough data and teacher input of the areas selected as areas for growth. Coaching is part of our school culture and has increased staff collaboration and confidence in effective teaching. In 2023, student proficiency was 43% in ELA, which was a significant increase from the FAST PM1.

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
Staff will participate in professional development focused on appropriate scaffolding, differentiation of tasks and assignments, and student teaming to support the varying needs of students.	Mannion, Maureen, manniom@martin.k12.fl.us
Both coaches will provide coaching cycles for identified teachers who may need additional support in implementing effective instructional practices.	Mannion, Maureen, manniom@martin.k12.fl.us

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.

SIP and progress monitoring will be shared monthly at SIP meetings. Pinewood Elementary's School Improvements plan meetings held monthly are provided in-person and translated for all attendees speaking other languages. Parent meetings are also opportunities where school staff focus on strategies to bolster SIP goals and areas of focus.
Additionally, the SIP plan is provided in a language parents can understand through the following webpage as an additional measure of dissemination beyond in-person:
https://www.martinschools.org/o/pes

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))

The School Advisory Council monthly meetings have been designed to include topics of high interest to parents, chosen by parents. A Parent Resource Center has been created with two Parent Liaisons to assist parents in finding the resources necessary to help their child succeed. Monthly contact will be made with identified families. Academic family nights have been scheduled throughout the school year and include the assistance of community stakeholders. Flyers, messages, and phone calls are translated in Spanish to ensure families can participate in activities. A Curriculum Night is scheduled to educate parents on the curriculum, processes and procedures of our school, and two conference nights are also on the calendar so parents may understand their child's progress. https://www.martinschools.org/o/pes

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))

We have created a master schedule that allows for all academic areas to be taught and includes time for grade levels to plan collaboratively (PLC). Ongoing professional development has been scheduled to address the instructional needs of our staff based on student data, walkthrough data, and observation data. Coaches will provide coaching cycles for new teachers and teachers identified as needing support in any area. We are in collaboration with Instructional Empowerment who will provide additional coaching to teachers in the area of student teaming and standards-based instruction. Professional development was provided in responsibility centered discipline to decrease and deescalate disruptive behavior that interrupts the learning environment. A Parent Resource Room has been created to strengthen the home school connection, providing resources and materials for parents to use at home. After school support will be provided to support students in closing academic gaps and to accelerate students who are ready to deepen academic knowledge.

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))

Pinewood Elementary's plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as:
Title I Part A
Title III/ ELL
Title 9/ Homeless Families in Transition

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 schedules lessons in classrooms to support students' overall well being. Parents are presented with resources from the community as needed, including individual and family counseling, food, and healthcare.

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

N/A

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

The school has an assigned MTSS Coordinator who reviews student performance and behavior data to identify students that need additional layers of support (Tier 2 or 3). Administration and MTSS Coordinator meet with classrooms teachers to analyze student data and assign an appropriate intervention. Every 8 weeks, progress monitoring data is reviewed with the teacher and parents to determine next steps. The school psychologist, reading coaches, social worker, and ESE Specialist are part of the MTSS Team and provide input and guidance.

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))

Staff participates weekly in a Professional Learning Community to review current data and its impact on student performance. Instructional strategies are explored during planning. Staff development is ongoing in the areas of scaffolding, differentiation, small group, and behavior. Paraprofessionals participate in the trainings provided at the school site and the District. Monies are allocated for staff to attend workshops offered by FDOE, RAISE, and curriculum based companies. New teachers to education and new teachers to the school or County are matched with veteran teachers to assist them in acclimating to the school culture, processes, and procedures. Support is provided by our coaches at the request of teachers or staff.

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))

The school attends transition meetings for students with disabilities prior to entering Kindergarten. In addition, the school has two Kindergarten Ambassadors who collaborate with local preschools and coordinate an open house for incoming Kindergartners.

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				$35,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	160	0291 - Pinewood Elementary School	UniSIG	1.0	$22,800.00
			Notes: Home School Liaison for School-site based Family Engagement Resource Center			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	210	0291 - Pinewood Elementary School	UniSIG		$3,053.00
			Notes: Home School Liaison for School-site based Family Engagement Resource Center			
	6150	220	0291 - Pinewood Elementary School	UniSIG		$1,797.00
			Notes: Home School Liaison for School-site based Family Engagement Resource Center			
	6150	230	0291 - Pinewood Elementary School	UniSIG		$7,000.00
			Notes: Home School Liaison for School-site based Family Engagement Resource Center			
	6150	240	0291 - Pinewood Elementary School	UniSIG		$800.00
			Notes: Home School Liaison for School-site based Family Engagement Resource Center			
	6150	295	0291 - Pinewood Elementary School	UniSIG		$100.00
			Notes: Home School Liaison for School-site based Family Engagement Resource Center			
2	**III.B.**	**Area of Focus: ESSA Subgroup: English Language Learners**				**$79,403.69**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6500	369	0291 - Pinewood Elementary School	UniSIG		$13,977.69
			Notes: ELLevation program for teachers and paraprofessionals to take a self paced course in understanding how ELL students acquire a second language and access strategies to scaffold and differentiate learning.			
	6100	130	0291 - Pinewood Elementary School	UniSIG		$65,426.00
			Notes: Interventionist to provide academic support for identified students. Base salary $48,500. and benefits			
3	**III.B.**	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$20,098.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	192	0291 - Pinewood Elementary School	UniSIG		$20,098.00
			Notes: Professional Learning Community and Professional Development pay for staff outside of their contractual time. This includes any staff member working with students (Teachers, Paraprofessionals, Clerks) Teachers $25./ hour Paraprofessionals $15.00/ hour			
4	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$9,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	369	0291 - Pinewood Elementary School	UniSIG		$9,000.00
			Notes: Professional development provided by AccuTrain for staff members in Responsibility Centered Discipline.			
5	**III.B.**	**Area of Focus: Instructional Practice: Differentiation**				**$159,026.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0291 - Pinewood Elementary School	UniSIG		$65,426.00

			Notes: Reading Coach to support teachers, providing coaching cycles, professional development, modeling, and feedback on instructional practices. Base salary $48,500 and benefits			
	5100	750	0291 - Pinewood Elementary School	UniSIG		$1,500.00
			Notes: Substitute pay for teachers to attend professional development or to planning during the school day.			
	5100	510	0291 - Pinewood Elementary School	UniSIG		$1,100.00
			Notes: Materials/resources to differentiate supports such as Phonics For Reading, Benchmark Advanced Steps, Curriculum Associates B.E.S.T. practice books, SPIRE workbooks, notebooks, earbuds, computer mice, etc.			
	5100	330	0291 - Pinewood Elementary School	UniSIG		$21,000.00
			Notes: Provide field trips for students that will provide experiences and background knowledge in concepts related to ELA and Science. This will include entrance fees and bus fees.			
	6400	192	0291 - Pinewood Elementary School	UniSIG		$40,000.00
			Notes: Payment for teachers or staff to provide tutoring for identified students that need academic support.			
	6400	192	0291 - Pinewood Elementary School	UniSIG		$30,000.00
			Notes: Professional Learning Community and Professional Development pay for staff outside of their contractual time. This includes any staff member working with students (Teachers, Paraprofessionals, Clerks)			
					Total:	$303,077.69

Budget Approval

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

No