

Miami-Dade County Public Schools

PINE VILLA ELEMENTARY SCHOOL

A word cloud graphic featuring various educational and improvement-related terms. The words are arranged in a cluster, with some being significantly larger than others. The largest words are "students", "school improvement", "learning", "success", and "mission". Other prominent words include "leadership", "teaching", "relationships", "instruction", "growth", "vision", "ambitious", "analysis", "achievement", "resources", "areas of focus", "striving", "collaboration", "supportive environment", "family and community involvement", "needs assessment", "Florida", "college and career", "strategic planning", and "relationships".

mission Florida college and career

students leadership ambitious

school improvement

teaching striving achievement

relationships

success areas of focus

learning vision growth

strategic planning collaboration supportive environment resources instruction

family and community involvement needs assessment

A circular logo depicting a sun rising over a winding path that leads towards the horizon. The sun has rays emanating from it, and the path is dark against a lighter background.

2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Dade County School Board on 10/8/2025.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Pine Villa Elementary, we empower stakeholders through collaboration and support to foster a positive, honest, and open environment. Our shared goal is to unleash every child's potential as a lifelong learner in a digital society.

Provide the school's vision statement

At Pine Villa Elementary, a school community where collaboration and shared leadership fuel a culture of excellence for both educators and students, ensuring lifelong success for all.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Adam Pascual

apascual@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

- Provide leadership, direction and co-ordination within the school.
- Develop and maintain effective educational programs within the school and to promote the improvement of teaching and learning.
- Create an organization and or climate which fosters student and teacher growth.
- Responsible for: (a) the detailed organization of the school; (b) the development of the instructional program; (c) the assignment of duties to and the supervision of members of her

staff and: (d) the general operation of the school facility.

- Ensure teachers are receiving professional development on key areas with a focus on ELA due to our RAISE status.
- Building culture through a variety of measures that keep teachers at our school, and recruit new ones that align with our goals.

Leadership Team Member #2

Employee's Name

Jennifer Smith

JLsmith@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- The Assistant Principal will observe classrooms to look for the coach's footprint from instructional planning.
- The Assistant Principal will observe instruction to for evidence of coaching cycles and benchmark aligned lessons.
- Assists the principal in planning and administering the instructional program and in conducting other activities necessary to provide quality instruction.
- Assists the principal in providing for the use of student performance data as measured by state and local assessment required in FSS 229.57.
- Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan
- Assists the principal in focusing on increased student achievement gains for continuous school improvement
- Assists the principal in focusing on assessment of student achievement FSS 231.57
- Implements attendance procedures in accordance with board policies.
- Assists the principal in working cooperatively with students, parents, staff, and community agencies to ensure appropriate behaviors within the learning environment
- Assists the instructional staff in self-improvement and keeps them informed of available curriculum materials and staff development services.

Leadership Team Member #3

Employee's Name

Rosa Berry

297145@dadeschools.net

Position Title

Instructional Coach

Job Duties and Responsibilities

- Coordinate and monitor teacher planning to support the development of rigorous standards based lessons.
- Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students' academic success.
- Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery.
- Assists the administration in the interpretation of student assessment data to prioritize support.
- Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students.
- Supports the coordination and monitoring of intervention services to identified students.
- Participates in professional development for Transformation Coaches and implements instructional practices with school site personnel to improve student outcomes.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Leadership Team meetings prior to the opening of schools focused on dissecting the data from the previous school year. During the opening of schools, teachers were provided with goals outlined for the school year. Feedback was collected and revisions were considered during leadership team meetings. At the initial EESAC meeting, all stakeholders will be provided with SIP goals for the school year, including families and business partners. Feedback will be collected and if no recommendations are received, the committee will approve the school improvement plan for the 2025-2026 school year.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be monitored at weekly leadership team meetings, during weekly planning sessions with instructional coaches and teachers, reviewed at monthly faculty meetings with all instructional staff, and reviewed at the EESAC meetings held throughout the 2025-2026 school year. During leadership team meetings, school-wide data is reviewed and a plan of action is discussed and implemented through the instructional coaches. The instructional coaches implement the plan during collaborative planning sessions and coaching cycles. Data is shared with faculty members during monthly faculty meetings, opportunities for feedback and revision of the plan.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2024-25: A 2023-24: A 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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
School Enrollment	24	25	22	34	30	25				160
Absent 10% or more school days	0	2	1	6	4	2				15
One or more suspensions	0	0	0	2	0	1				3
Course failure in English Language Arts (ELA)	0	3	7	5	2	1				18
Course failure in Math	0	2	5	1	0	1				9
Level 1 on statewide ELA assessment	0	0	0	1	2	2				5
Level 1 on statewide Math assessment	0	0	0	1	1	2				4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	6	6	5	6	10				39
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	3	0	0	0				7

Current Year 2025-26

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	5	7	7	5	4				28

Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	2	3	2	1	0	0				8
Students retained two or more times	0	0	0	1	1	0				2

Prior Year (2024-25) As Last 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 school days		3	1	6	3	1				14
One or more suspensions				2						2
Course failure in English Language Arts (ELA)		3	8	6	1	1				19
Course failure in Math		2	6			1				9
Level 1 on statewide ELA assessment				2	1	5				8
Level 1 on statewide Math assessment				2	3	4				9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	7	11	7						26
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	6	3	1						11

Prior Year (2024-25) As Last Reported (pre-populated)

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	7	9	6	2	5				30

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	1	3	2	2						8
Students retained two or more times				2	1					3

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025		2024		2023**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	78	65	59	68	63	57	34	60	53
Grade 3 ELA Achievement	77	65	59	76	63	58	44	60	53
ELA Learning Gains	64	65	60	75	64	60			
ELA Lowest 25th Percentile	75	62	56		62	57			
Math Achievement*	81	72	64	69	69	62	52	66	59
Math Learning Gains	74	66	63	61	65	62			
Math Lowest 25th Percentile	91	59	51		58	52			
Science Achievement	80	63	58	65	61	57	30	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving	66		63		64	61		63	59
English Language Proficiency (ELP)									

*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 (FPI) than in school grades calculation.
 **Grade 3 ELA Achievement was added beginning with the 2023 calculation.
 † District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	78%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	620
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
78%	69%	40%	51%	32%		41%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	79%	No		
Black/African American Students	79%	No		
Economically Disadvantaged Students	78%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	78%	77%	64%	75%	81%	74%	91%	80%					
Students With Disabilities	80%		79%		70%	86%							
Black/African American Students	81%	86%	67%	73%	81%	74%	90%	79%					
Economically Disadvantaged Students	80%	81%	64%	75%	80%	73%	91%	78%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%	76%	75%		69%	61%		65%					
Students With Disabilities	59%		88%		29%	41%							
Black/African American Students	64%	73%	71%		70%	61%		58%					
Economically Disadvantaged Students	65%	74%	75%		67%	59%		64%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	34%	44%			52%			30%					
Students With Disabilities	20%				50%								
Black/African American Students	30%	42%			46%			25%					
Economically Disadvantaged Students	28%	38%			50%			30%					

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	72%	60%	12%	57%	15%
ELA	4	78%	59%	19%	56%	22%
ELA	5	71%	60%	11%	56%	15%
Math	3	78%	69%	9%	63%	15%
Math	4	70%	68%	2%	62%	8%
Math	5	83%	62%	21%	57%	26%
Science	5	67%	56%	11%	55%	12%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

5th Grade Science showed an overall improvement of a 15 percent increase from 65% proficiency on the 2024 SSA to 80% proficiency on the 2025 SSA. Weekly planning using the 5 E model, science daily bellringers, targeted proficiency groups, weekly sensemaking labs and interactive science journals were implemented with fidelity. STEM lessons and field trips were conducted.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

STAR Reading, Grades (K-2) median percentile 21% as compared to the district 43%: 22% discrepancy.

Greatest Decline

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

The factors that contributed to the lower than expected assessment results in grade 2 are the inexperience of new teachers. In addition, in Kindergarten, the teacher was inconsistent in the amount of time spent in the classroom due to unforeseen circumstances.

Greatest Gap

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.

Data for students scoring a learning gain in the lowest quartile on the overall FAST 3rd - 5th Grade Reading Assessment PM3 (64%) was inconsistent when compared the 2024 FAST 3rd - 5th Grade Reading assessment of (75%) showing a 9% difference.

EWS Areas of Concern

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

Attendance from the 2024-2025 school year shows a 4% decrease among students having 11 or more absences, as compared to the 2023-2024 school year. EWI data for the 2024-2025 school year

(44%) indicates that 2nd grade students increased 21% in the with 2 or more disciplinary referrals as compared to the 2023-2024 school year. (13%)

Highest Priorities

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

1. Increase school wide attendance, with a specific focus on students with 11 or more absences.
2. Increase school wide attendance for students in the L25% subgroup.
3. Decrease the amount of disciplinary referrals for the incoming third grade students.
4. Supporting the first year teachers in order to develop their systems and procedures, lesson planning, data analysis, and the framework for effective instruction.
5. Development of classroom management practices for Tier I, II, and III interventions.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 data, our school will implement the instructional practice of Benchmark-Aligned instruction. This instructional practice ensures that teaching is consistent with the learning objectives that students are expected to meet by the end of a particular school year. Based on the data and the identified 50% of the teachers are new to our building, we will implement benchmark-aligned instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The projected increase of 10% points on the 2026 STAR Math test for grades K-2 will use GRRM to release students to demonstrate mastery of the skill by PM3 STAR Math assessment. Through collaborative planning sessions teachers will develop benchmark-aligned lesson plans with the GRRM applied to their lessons. The projected increase of 3% points on the 2026 FAST Math test for grades 3-5 will use GRRM to release students to demonstrate mastery of the skill by PM3 FAST Math assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

During classroom walkthroughs, the administrators will ensure that lesson plans are current, clearly define the learning standards and align with the instructional framework. Administrators will conduct regular classroom observations using the instructional framework as a guide to ensure that teaching practices are aligned with the set benchmarks. Leadership Team will utilize tools such as walkthroughs, observations and student work analysis to collect data on instructional practices to ensure improved teaching and learning.

Person responsible for monitoring outcome

Adam Pascual (Principal), Dorothy Pinkston (Assistant Principal), Jennifer Smith (Instructional Coach)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale:

Instructional frameworks will be used as a tool to ensure that K-5 teachers are consistent with the learning objectives and benchmarks that students are expected to meet by the end of a particular school year. This practice helps students understand the expectations and what they need to achieve, which can lead to improved academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Establish clear learning objectives

Person Monitoring:

Adam Pascual (Principal), Dorothy Pinkston (Assistant Principal), Jennifer Smith (Instructional Coach)

By When/Frequency:

August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During weekly collaborative planning sessions, instructional coaches and teachers will identify and clearly define the learning standards and objectives that the instructional framework aims to meet and establish specific benchmarks for each grade level and subject area that align with the instructional framework and standards will be developed and during walkthroughs administrator will ensure that lesson plans are up to date and aligned to benchmarks. During classroom walkthroughs, the administrators will ensure that lesson plans are current, clearly define the learning standards and align with the instructional framework.

Action Step #2

Implement the Framework in Classrooms

Person Monitoring:
Jennifer Smith (Instructional Coach)

By When/Frequency:
August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During classroom instruction teachers, will implement lesson plans that are benchmark-aligned. Teachers will use the framework to guide their instructional delivery. Administrators will conduct regular classroom observations using the instructional framework as a guide to ensure that teaching practices are aligned with the set benchmarks.

Action Step #3
Collecting and Analyze Data

Person Monitoring:
Adam Pascual (Principal) Jennifer Smith
(Assistant Principal)

By When/Frequency:
August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional Coach and Teachers will use formative assessments aligned with the framework to gather data on student learning and instructional effectiveness. Leadership Team will utilize tools such as walkthroughs, observations and student work analysis to collect data on instructional practices to ensure improved teaching and learning.

Action Step #4
Corrective Feedback on student work products

Person Monitoring:
Adam Pascual (Principal) Jennifer Smith
(Assistant Principal) Rosa Berry (Instructional
Coach)

By When/Frequency:
October 13, 2025- January 16, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional coach will provide coaching cycles with a focus on providing corrective feedback in student work products. This ensures the new skills are applied consistently in the classroom and provides teachers support with the skill.

Action Step #5
Student work product reviews

Person Monitoring:
Adam Pascual (Principal) Jennifer Smith
(Assistant Principal) Rosa Berry (Instructional
Coach)

By When/Frequency:
October 13, 2025-January 16, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During bi weekly collaborative planning meetings there will be a focus on conducting normed student work product reviews to assess alignment with 3rd-5th grade reading and math standards. The instructional coach and grade level teams will analyze evidence of student learning, identify common misconceptions or instructional gaps, and modify upcoming lesson plans and instructional strategies based on the data to ensure deeper standard mastery.

Action Step #6

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024-2025 data, our school will implement the instructional practice of ELA through benchmark-aligned instruction. Benchmark-aligned instruction ensures that teaching is consistent with the learning objectives that students are expected to meet by the end of the school year. This practice helps students understand the expectations and what they need to achieve, which can lead to improved academic outcomes. Analysis of the student data on the 2025 FAST Early Star Literacy in Kindergarten shows 88% of students are scoring less than level 3. Analysis of student data on the 2025 Fast Star Reading assessment in grade 2, shows 82% of students scoring below a level 3.

Based on this data we will implement the benchmark-aligned Instruction with a focus on instructional frameworks.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Accountable talk in the early grades focuses on helping young readers learn how to have meaningful conversations about books. Teachers guide and structure these discussions to teach students how to clearly share their ideas, listen to their classmates, and build on what others have said. To get students comfortable with this, teachers can use a few key strategies. They can model and use sentence stems, giving students the language they need to express their own thoughts with starters like, "I think..." or "I agree with [student's name] because..." They can also lead guided discussions, asking open-ended questions that encourage students to think deeply about a text, rather than just give a simple "yes" or "no" answer. Finally, teachers can teach active listening so that students learn to listen carefully to their peers and respond to their ideas, not just wait for their turn to talk. By using these simple techniques, teachers can help students learn how to make thoughtful contributions during lessons and become more engaged in their own learning.

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

Accountable talk in the upper elementary grades builds on earlier skills by encouraging students to think more independently and engage in deeper, more collaborative conversations about what they

read. Students are expected to analyze texts more critically, clearly articulate their own ideas, and respond to their peers with evidence from the book. To support this growth, a few key strategies are essential. Teachers can use student-led discussions, stepping back to allow students to take the lead in asking questions and building off each other's ideas. They can also prompt students with questions that require critical thinking and analysis, pushing them to move beyond simple recall and instead analyze a character's motivation or evaluate an author's purpose. By using these strategies, teachers help students become more thoughtful and independent learners who are fully engaged in their own education.

Grades K-2: Measurable Outcome(s)

Through the strategic implementation of accountable talk practices, our school will achieve an increase of five percentage points in student proficiency on the 2025-2026 FAST K-2 ELA Assessment. This goal will be measured by comparing our school's 2023-2024 assessment data to the 2024-2025 assessment data, with a focus on improving student outcomes in literacy.

Grades 3-5: Measurable Outcome(s)

Through the strategic implementation of accountable talk practices, our school will achieve an increase of five percentage points in student proficiency on the 2025-2026 FAST 3-5 ELA Assessment and the Statewide Science Assessment. This goal will be measured by comparing our school's 2024-2025 assessment data to the 2025-2026 assessment data, and is designed to improve student outcomes in both literacy and science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure the effective implementation and continuous improvement of accountable talk monitoring plan will be executed. Administrators will conduct routine classroom walkthroughs and observations to ensure lesson plans explicitly define and integrate these strategies and to observe students actively practicing them during instruction. Furthermore, the Leadership Team will analyze student work to assess the impact of accountable talk on the overall learning experience and student outcomes. This comprehensive approach will provide a data-driven framework for evaluating the effectiveness of our strategy and making informed adjustments to our instructional practices.

Person responsible for monitoring outcome

Adam Pascual (Principal), Jennifer Smith (Instructional Coach)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Accountable talk is a professional practice that refers to classroom discussions that are meaningful, respectful, and mutually beneficial for everyone involved. Its goal is to develop students into reflective learners who can respectfully defend their ideas and engage in higher-order thinking. Accountable talk is not just about having students turn and talk to a partner or work in a small group. It's about using any format—including whole-class discussions, small groups, or even virtual platforms and devices—to help students communicate their knowledge and understanding of the content. This practice helps students learn, reflect on their learning, and build essential critical thinking skills. Accountable talk will be evident through students written responses in their class journals. Students will work with a partner a record what the partner said.

Rationale:

Accountable talk is a valuable instructional strategy that helps students develop critical thinking skills. It pushes students beyond simple recall by requiring them to analyze texts and ideas more deeply. By engaging in accountable talk, students are encouraged to explain their reasoning, justify their opinions, and respectfully challenge the ideas of their peers. This practice directly strengthens a key skill in ELA: the ability to use textual evidence to support their arguments. Ultimately, accountable talk transforms passive reading into active, analytical engagement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Model and Practice

Person Monitoring:

Jennifer Smith (Instructional Coach)

By When/Frequency:

August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To effectively implement accountable talk, a two-part plan will be put in place focusing on both teacher practice and student application. Teachers will model accountable talk during classroom discussions by using sentence stems, asking probing questions, and explicitly demonstrating how to build on others' ideas. This will provide students with a clear model for how to engage in meaningful and respectful conversations about academic content. Students will then receive regular, structured opportunities to practice accountable talk in pairs, small groups, and whole-class settings. We will

begin with highly structured activities and gradually transition to more open-ended, student-led discussions. To ensure effective implementation and fidelity, administrators will conduct regular classroom observations to monitor the active use of accountable talk strategies.

Action Step #2

Professional Development

Person Monitoring:

Adam Pascual (Principal), Dorothy Pinkston (Assistant Principal), Jennifer Smith (Instructional Coach)

By When/Frequency:

August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To ensure the effective implementation of accountable talk, the SLT team will provide focused professional development that cover its core principles and practices. This professional development, which will include examples and supporting research, will be followed by regular administrative walkthroughs. These walkthroughs will confirm that all lesson plans explicitly integrate and define accountable talk strategies, ensuring consistent and high-fidelity implementation across our classrooms.

Action Step #3

Provide Feedback

Person Monitoring:

Adam Pascual (Principal), Dorothy Pinkston (Assistant Principal), Jennifer Smith (Instructional Coach)

By When/Frequency:

August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will provide students with immediate, constructive feedback on their participation in discussions, highlighting specific examples of effective accountable talk while also suggesting areas for improvement. Teachers will also schedule dedicated time for students to reflect on their own participation, encouraging them to set personal goals for improving their use of these strategies. This student-centered approach, combined with the Leadership Team's analysis of student work to assess the impact of accountable talk on learning, will create a continuous cycle of improvement and growth.

Action Step #4

Peer observations

Person Monitoring:

Adam Pascual (Principal) Jennifer Smith (Assistant Principal)

By When/Frequency:

October 13, 2025- January 16, 2026.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be paired to conduct a minimum of 1 classroom observation per quarter, specifically using a shared rubric to evaluate the teacher's use of "press" questions (e.g., pushing for evidence, clarification, or reasoning) and the resulting depth of student dialogue.

Action Step #5

Data Monitoring

Person Monitoring:

Adam Pascual (Principal) Jennifer Smith

By When/Frequency:

October 13, 2025-January 16, 2026

(Assistant Principal)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and the leadership team will monitor data from walkthroughs and observations to ensure an increase in the percentage of lessons where students use evidence to support their claims

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2024-2025 school year, 50% of our teaching staff sought employment at other schools. To retain high-quality educators and safeguard our investment in their professional development, we will implement a comprehensive teacher support system at Pine Villa Elementary. This system is designed to help teachers feel valued and appreciated. We anticipate that retaining these dedicated professionals will directly lead to improved student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Implementing effective strategies for teacher recruitment and retention will foster a stronger sense of community and collaboration among our educators. As teachers work together more closely, they will have opportunities to expand their professional knowledge and grow their instructional practices. This collaborative environment will encourage self-improvement and professional growth, making Pine Villa Elementary a more desirable workplace. We project that these efforts will increase teacher retention to 70% for the 2025-2026 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

A sign in sheet will be created to monitor the pairing of buddy teachers, throughout the school year with priority at faculty meetings and kept by administration.

To create a positive environment for all staff and students, the administration will implement several

key initiatives. We will collect feedback from teachers regarding their professional backgrounds through surveys, which will help us identify and pair new educators with veteran mentors. The impact of these efforts on student achievement will be measured through formative and summative assessments, including topic and chapter tests, and FAST PM assessments.

Person responsible for monitoring outcome

Adam Pascual (Principal) Dorothy Pinkston (Assistant Principal)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Mentorship Programs and School Spirit, Pride, and Branding

Rationale:

Mentoring programs which may include: teacher to teacher, student to student, and teacher/staff to student. Effective Mentorship Programs include regularly scheduled meetings between the mentor and mentee(s) with a purposeful conversation that has set objectives. Mentorship can help develop students' social emotional competencies, create a sense of belonging, and increase valuing of school. School Spirit, Pride, and Branding encourages and promotes school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Build relationships to enhance retention.

Person Monitoring:

Adam Pascual (Principal) Dorothy Pinkston
(Assistant Principal)

By When/Frequency:

August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Following initial classroom observations, the School Leadership Team will classify teachers into tiers. An analysis of these observations will inform a professional development plan, which will include pairing each teacher with a suitable mentor. This mentorship initiative will be named Ram Buddies.

Action Step #2

Building staff morale

Person Monitoring:

By When/Frequency:

Adam Pascual (Principal) Dorothy Pinkston
(Assistant Principal) Classroom Teachers

August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To promote a more connected school community, the School Leadership Team (SLT) will create a survey to gather information about each staff member's background. The data collected will be used to create an individual poster for each employee, featuring details such as where they grew up, attended school, and other interesting facts. These posters will be displayed on the "Meet the Crew" bulletin board in a high-traffic area of the school. This initiative will help staff members learn more about their colleagues, fostering stronger connections and a greater sense of camaraderie across different grade levels and departments.

Action Step #3

Weekly newsletters

Person Monitoring:

Adam Pascual (Principal) Dorothy Pinkston
(Assistant Principal) Jennifer Smith (Instructional
Coach)

By When/Frequency:

August 14, 2025 -September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A weekly school newsletter will be emailed to all staff, detailing important dates and events for the upcoming week. The newsletter will also feature a dedicated section highlighting fun facts about employees.

Action Step #4

Monthly surveys will be distributed to staff in order to garner feedback on their level of overall happiness.

Person Monitoring:

Adam Pascual, Principal

By When/Frequency:

January 17, 2026 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly Staff Wellness Pulse Survey program, beginning with the development of a short, anonymous, and focused 3-5 question survey tool by the School Improvement Team during the first month. This survey will be administered electronically during the first week of every subsequent month to garner timely and honest feedback from all staff members. Crucially, the Leadership Team will be responsible for analyzing the data within one week of collection to identify key trends and concerns, and then communicating the overarching themes and the responsive actions taken to the entire staff community

Action Step #5

A bulletin board in place to shout out teacher interest and hobbies.

Person Monitoring:

Vanessa Perez, Paraprofessional

By When/Frequency:

January 17 / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The School Culture Committee will first designate a visible location for the board and establish a rotating theme schedule for the year by October 14th. Responsibility for managing the board will fall to the Staff Social Lead, who will solicit submissions from staff members during the third week of the prior month. The Lead will then ensure a new, high-quality display is prepared and mounted by the

last school day of the month. Finally, on the first day of the new month, the Leadership Team will promote the new display via internal channels, guaranteeing the board remains a fresh, positive, and consistent source of connection and morale for all school personnel.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024-25 school-wide attendance data, 44% of our students missed 0-10 days, compared to 45% in T1W/T2/T3 schools. Given this data and the identified contributing factors, such as a high number of students with early warning indicators affecting their ability to attend school

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of attendance initiatives, students will participate actively in learning, activities and demonstrate higher levels of motivation to engage in club and extracurricular programming. As a result, student attendance will increase by 10% points as evidenced by 2025-2026 attendance data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To ensure accurate student attendance tracking, we will use daily attendance bulletins and Power BI Reports. Administrators will conduct regular walkthroughs to verify that attendance is being recorded with fidelity. Additionally, administrators will confirm that mentors are meeting with students by reviewing sign-in sheets and communication logs.

Person responsible for monitoring outcome

Adam Pascual (Principal) Dorothy Pinkston (Assistant Principal)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Attendance Initiatives and Rewards/Incentives

Rationale:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance. Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Tracking Attendance

Person Monitoring:

Adam Pascual (Principal) Dorothy Pinkston
(Assistant Principal)

By When/Frequency:

August 14, 2025-September 26, 2025.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The SLT and Student Services team will track the percentage of students with 0-10 absences on a monthly basis using a detailed attendance report that highlights unexcused absences. The student services team will monitor daily attendance, and any student with three or more absences will be referred to the attendance team. Each student will receive a parent conference to discuss the importance of consistent school attendance.

Action Step #2

Attendance Incentives

Person Monitoring:

Classroom Teachers and Student Services Team

By When/Frequency:

August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Classroom teachers will track daily attendance using a class-wide tracker. To encourage high attendance rates, an incentive will be provided to the class once their tracker is complete. Specifically, if a homeroom class achieves over 90% daily attendance, the teacher will mark it on the class attendance tracker. Once this tracker is complete, the class will receive an incentive. Administrators will conduct walkthroughs to ensure these trackers are being filled out accurately.

Action Step #3

Attendance contract for extracurricular activities

Person Monitoring:

Adam Pascual (Principal) Dorothy Pinkston
(Assistant Principal) Classroom Teachers

By When/Frequency:

August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

An attendance contract will be presented to students and reviewed with their parents to formalize a commitment to good attendance. To incentivize consistent attendance, students with fewer than five

absences will be eligible to participate in various on-campus extracurricular activities.

Action Step #4

A shout out chain for students with the highest attendance in a 9-week period.

Person Monitoring:
Jennifer Smith

By When/Frequency:
October 14th - January 17th

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To foster a positive culture around attendance and recognize exemplary student effort, the school will implement a "Perfect Attendance Shout-Out Chain" at the conclusion of each nine-week grading period. The Attendance Office will be responsible for identifying all students who achieved 100% attendance for that nine-week period.

Action Step #5

Perfect Attendance Incentive

Person Monitoring:
Adam Pascual

By When/Frequency:
October 14th - January 17th

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To powerfully motivate consistent student attendance, the school will implement a "Lunch with the Principal" reward program for students who achieve perfect 9-week attendance. The Attendance committee will be responsible for identifying all students with 100% attendance for the preceding 9-week period.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<http://pinevillaelementary.com>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<http://pinevillaelementary.com>

The school will organize events that bring families to the campus, such as open houses, multicultural festivals, and family reading nights. In addition, the school will offer diverse ways for parents to participate, from volunteering in the classroom or at school events to joining the Parent-Teacher Association. (PTA) This involvement gives parents a voice in our school to make decisions and strengthens the school-family partnership.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Pine Villa Elementary plans to offer extended learning opportunities, such as after-school tutoring,

weekend academies, and after school enrichment programs. These programs will provide additional time for students to master challenging content and receive personalized instruction. Pine Villa will incorporate structured intervention blocks into the school day. These blocks will be dedicated to providing targeted support to students who need extra help in specific subject areas. The intervention blocks will be guided by assessment data to ensure that they address the most critical areas of need.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Pine Villa's plan is aligned with Title I and the Parent and Family Engagement Plan (PFEP), which focuses on improving academic achievement for disadvantaged students. The school uses Title I funds to support extended learning opportunities and provide opportunities to enrich students learning. For early childhood education, Pine Villa also has a Head Start program (Isaac A. Withers Head Start) that ensures a smooth transition for young children entering kindergarten. This coordination includes sharing student data, aligning curricula, and providing joint professional development opportunities for early childhood educators.

The school's plan is developed in collaboration with Head Start and other early childhood programs to ensure a smooth transition for students entering kindergarten. The school also integrates its efforts with adult education and career and technical education (CTE) programs, which can offer parents and guardians opportunities for their own skill development and career advancement. This holistic approach recognizes that when parents are supported, they are better equipped to support their children's education.

The school coordinates with local health departments and nutrition programs to provide information on resources such as the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) and school-based health clinics. This ensures families have access to services that support a child's physical well-being, which is foundational to their academic success.

The school partners with local law enforcement, non-profits, and social service agencies to provide families with resources for violence prevention and housing assistance. This collaboration helps address critical needs outside of the classroom that directly impact a student's ability to learn.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Pine Villa provides a range of counseling and mental health services to support students. Our school counselors offer guidance, individual, and group counseling sessions to help students navigate challenges such as peer relationships, anxiety, and stress. School-based mental health services often include our own mental health counselor who is a licensed therapist. These professionals may lead therapeutic groups or provide one-on-one sessions to address issues like depression, trauma, or grief. The goal is to create a safe space where students can develop coping mechanisms and emotional intelligence.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

At Pine Villa, we believe that preparing our students for future success begins long before high school. While our students are still in elementary school, our focus is on building a strong foundation and awareness of the opportunities that await them. We understand that early exposure to different career paths and the world of work can ignite a passion for learning and help students see the relevance of their academic studies.

We integrate career awareness into our daily curriculum in age-appropriate ways. Our teachers use lessons and classroom activities to introduce students to a wide range of professions, from doctors and engineers to artists and chefs. We host Career Days where professionals from our community, including parents, visit our school to share their experiences and the skills needed for their jobs. This gives our students a firsthand look at different careers and helps them understand the connection between what they are learning and how it applies in the real world. We also use technology and virtual field trips to explore various workplaces and industries, from manufacturing plants to news studios.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Pine Villa utilizes a schoolwide tiered model, specifically Positive Behavioral Interventions and Supports (PBIS), to prevent and address problem behavior. This framework is a proactive, data-driven system that provides a continuum of support for all students. Our approach is closely coordinated with early intervening services under the Individuals with Disabilities Education Act (IDEA) to ensure all students receive the support they need.

Tier 1: Universal Supports - This is the foundation for all students. We establish three to five positively stated, schoolwide expectations (e.g., "Be Respectful," "Be Responsible," "Be Safe"). These expectations are explicitly taught and modeled by all staff members in every setting — from classrooms to hallways and the cafeteria. We use a positive reinforcement system to acknowledge students who meet these expectations, creating a school culture that focuses on desirable behaviors. This universal approach is designed to meet the needs of approximately 80% of our students, preventing minor issues from becoming major problems.

Tier 2: Targeted Interventions - For the 15% of students who don't fully respond to Tier 1 supports, we provide targeted interventions. This level involves small-group or individual support for students who exhibit at-risk behaviors. Services might include social skills groups, check-in/check-out systems with a mentor, or individualized behavior charts. The goal is to provide additional instruction and reinforcement in specific skills to help these students succeed in the general education setting.

Tier 3: Intensive, Individualized Support - This is the most intensive level of support, reserved for the 5% of students with significant and persistent problem behaviors. We conduct a Functional Behavioral Assessment (FBA) to understand the function or "why" behind a student's behavior. Based on the FBA, we develop a comprehensive Behavior Intervention Plan (BIP). These plans are highly individualized and may involve a combination of strategies, such as intensive one-on-one counseling, skill-building sessions, and consistent positive reinforcement.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Pine Villa implements professional learning and other activities to improve instruction, use data from assessments, and recruit and retain effective teachers, especially in high-need subjects. This is a multi-faceted effort that includes targeted training, collaborative practices, and strategic support systems.

Professional development is focused on empowering all staff—teachers, paraprofessionals, and other

school personnel—to use data to make informed instructional decisions. This includes:

- **Data-Driven Instruction (DDI) Workshops:** We hold regular workshops that train staff on how to collect, analyze, and interpret data from various formative and summative assessments. The goal is to help educators identify student learning gaps and tailor their instruction to meet individual and group needs.
- **Professional Learning Communities (PLCs):** Staff are organized into collaborative teams, typically by grade level or subject area, that meet regularly. In these PLCs, they analyze student work and assessment data, share best practices, and collaboratively plan targeted interventions and lessons. This ongoing collaboration fosters a culture of shared responsibility for student outcomes.
- **Specialized Training for Paraprofessionals:** Paraprofessionals receive specific training on their roles in supporting instruction. This includes learning to collect data on student behavior and academic progress, understanding and implementing Individualized Education Programs (IEPs), and using strategies like Universal Design for Learning (UDL) to support students with diverse needs.

To address the challenges of attracting and keeping effective teachers, particularly in high-need subjects like science, math, and special education, we employ several strategies.

- **Mentorship and Induction Programs:** We pair all new teachers with experienced, effective veteran teachers. These mentors provide consistent professional, social, and emotional support. This helps new teachers acclimate to the school environment, develop their skills, and feel supported, which significantly increases retention.
- **Career Pathways and Leadership Opportunities:** We create pathways for career advancement that don't require teachers to leave the classroom to move up the salary scale. This can include roles such as lead teacher, curriculum developer, or peer coach. We also involve teachers in school decision-making through committees and advisory councils, giving them a voice and fostering a sense of ownership.
- **Partnerships and Recruitment Initiatives:** We actively partner with local universities and teacher preparation programs to recruit student teachers and recent graduates. For high-need subjects, we may offer incentives like signing bonuses, loan repayment assistance, or stipends for advanced degrees to attract qualified candidates. We also participate in job fairs and leverage online platforms to reach a wide pool of applicants.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

We believe that a smooth transition begins with engaged families. We host kindergarten orientation

events for both children and their parents in the spring and summer. These events allow families to tour the school, meet the kindergarten teachers and school staff, and learn about the daily routines and expectations of elementary school. We also provide families with resources like "kindergarten readiness" packets that include fun, skill-building activities and information on what a typical kindergarten day looks like. These packets help prepare children for the new environment and encourage continued learning at home.

Our staff works closely with local preschools and childcare centers to create a seamless transition. Kindergarten teachers and specialists visit preschool classrooms to introduce themselves to the incoming students and become familiar with their individual needs. We also invite preschool teachers to our school to discuss our curriculum, routines, and expectations. This collaboration helps us align our programs and ensures we build upon the early learning experiences the children have already had. We also coordinate with preschools to practice kindergarten routines, such as lining up, carrying lunch trays, and using the cafeteria, so the children are more comfortable on the first day. We prioritize the social and emotional well-being of the transitioning students. We organize transition visits where preschool students come to the elementary school to meet their future classmates and teachers. During these visits, they might read a book with a kindergarten teacher or play on the kindergarten playground. We also use stories and discussions in the classroom to talk about what kindergarten will be like, helping to ease any anxieties and build excitement. Creating a buddy system with current kindergarten students can also help new students feel more welcome and confident on their first day.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

Dade PINE VILLA ELEMENTARY SCHOOL 2025-26 SIP

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00
