

Miami-Dade County Public Schools

PINE VILLA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to encourage an open, honest and positive climate comprised of passionate stakeholders. Through collaboration and support, we will empower each other with the common purpose of unleashing every child's potential to be successful lifelong learners in a digital society

Provide the school's vision statement

Through the passion and commitment of our stakeholders, we will collaboratively work together to build a school culture that will empower our teacher quality, accelerate curricular expertise and promote shared, sustained leadership which will foster lifelong student success.

B. School Leadership Team

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

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.

Leadership Team Member #2

Employee's Name

Kernique Moore

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assists the principal in planning and administering the instructional program and in conducting other activities necessary to provide quality instruction.
- Assists the principal in providing for the use of student performance data as measured by state and local assessment required in FSS 229.57.
- Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan
- Assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel
- Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion
- Assists the principal in focusing on increased student achievement gains for continuous school improvement
- Assists the principal in focusing on assessment of student achievement FSS 231.57
- Assists the principal in the development of the master schedule.
- Assists with the development and implementation of the school's master schedule
- Assists principal in explaining and enforcing policies, methods and procedures.
- Meets with staff and individuals as needed to explain rules and procedures
- Implements attendance procedures in accordance with Board policies.
- Assists in the management of business matters and the physical plant.
- Assists the principal with the cleanliness, construction, repair and maintenance, and safety of the building and of the surrounding grounds
- Assists the principal with the monitoring of property control inventory
- Assists the principal in ensuring that maintenance and repairs are efficiently and expeditiously accomplished.
- Assists the principal with the implementation of Board policy related to safety to life issues
- Works cooperatively with teachers, parents, and community to resolve disciplinary matters to ensure appropriate behaviors within the learning environment.
- 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.
- Assists the principal with the implementation of an articulation program with the school, feeder

pattern, region, and district

- Assists the principal in the assignment, training, supervision, and evaluation of staff.
- Serves as a member of the management selection team
- Assists the principal with the assessment and selection of employees at the work site
- Arranges and conducts in-service activities and meetings at the work site
- Assists the principal with the implementation and the determination of the effects of the individualized professional development plans for all instructional personnel.

Leadership Team Member #3

Employee's Name

Dorothy Pinkston

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assists the principal in planning and administering the instructional program and in conducting other activities necessary to provide quality instruction.
- Assists the principal in providing for the use of student performance data as measured by state and local assessment required in FSS 229.57.
- Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan.
- Assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel
- Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion
- Assists the principal in focusing on increased student achievement gains for continuous school improvement • Assists the principal in focusing on assessment of student achievement FSS 231.57
- Assists the principal in the development of the master schedule.
- Assists with the development and implementation of the school's master schedule
- Assists principal in explaining and enforcing policies, methods and procedures.
- Meets with staff and individuals as needed to explain rules and procedures
- Implements attendance procedures in accordance with Board policies.
- Assists in the management of business matters and the physical plant.
- Assists the principal with the monitoring of property control inventory
- Assists the principal in the ordering of and accounting for all materials and equipment authorized for school.

- Assists the principal in ensuring that maintenance and repairs are efficiently and expeditiously accomplished.
- Assists the principal with the implementation of Board policy related to safety to life issues
- Works cooperatively with teachers, parents, and community to resolve disciplinary matters to ensure appropriate behaviors within the learning environment.
- 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.
- Assists the principal with the implementation of an articulation program with the school, feeder pattern, region, and district
- Assists the principal in the assignment, training, supervision, and evaluation of staff.
- Serves as a member of the management selection team
- Assists the principal with the assessment and selection of employees at the work site
- Arranges and conducts in-service activities and meetings at the work site
- Assists the principal with the implementation and the determination of the effects of the individualized
- professional development plans for all instructional personnel that is linked to improved student performance
- Makes suggestions to the principal for improving the curriculum and managing the school site.

Leadership Team Member #4

Employee's Name

Jennifer Smith

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.
- Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log.
- Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery.

- Assists the administration in the interpretation of student assessment data to prioritize support.
- Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students.
- Supports the coordination and monitoring of intervention services to identified students.
- Participates in professional development for Transformation Coaches and implements instructional practices with school site personnel to improve student outcomes.

Leadership Team Member #5

Employee's Name

Morgan Bell

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.
- Meets weekly with school-site administration and District's Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log.
- Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data.
- Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery.
- Assists the administration in the interpretation of student assessment data to prioritize support.
- Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students.
- Supports the coordination and monitoring of intervention services to identified students.
- Participates in professional development for Transformation Coaches and implements instructional practices with school site personnel to improve student outcomes.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 were provided with SIP goals for the school year, feedback was collected and if no recommendations were received, the committee will approve the school improvement plan for the 2024-2025 school year.

Data is shared with faculty members during monthly faculty meetings to provide opportunities for feedback and revision of the plan.

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. (ESEA 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 2024-2025 school year. During leadership team meetings, school-wide data is reviewed and a plan of action is discussed and implemented through the instructional coaches. The instructional coaches implement the plan during collaborative planning sessions and coaching cycles. Data is shared with faculty members during monthly faculty meetings to opportunities for feedback and revision of the plan.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	3	1	6	3	1				14
One or more suspensions	0	0	0	2	0	0				2
Course failure in English Language Arts (ELA)	0	3	8	6	1	1				19
Course failure in Math	0	2	6	0	0	1				9
Level 1 on statewide ELA assessment	0	0	0	2	1	5				8
Level 1 on statewide Math assessment	0	0	0	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	0					11

Current Year 2024-25

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	1	7	9	6	2	5				30

Current Year 2024-25

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	1	3	2	2	0	0				8
Students retained two or more times	0	0	0	2	1	0				3

Prior Year (2023-24) 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	8	14	11	8	5	3				49
One or more suspensions										0
Course failure in ELA		11	3	8	1					23
Course failure in Math		9	2			1				12
Level 1 on statewide ELA assessment				10	9	4				23
Level 1 on statewide Math assessment				9	7	6				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	10	8	12						62

Prior Year (2023-24) 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		9	2	8	1	1				21

Prior Year (2023-24) 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	6	2	4						13
Students retained two or more times				1		1				2

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

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	68	63	57	34	60	53	28	62	56
ELA Grade 3 Achievement **	76	63	58	44	60	53			
ELA Learning Gains	75	64	60				61		
ELA Learning Gains Lowest 25%		62	57				67		
Math Achievement *	69	69	62	52	66	59	51	58	50
Math Learning Gains	61	65	62				58		
Math Learning Gains Lowest 25%		58	52				67		
Science Achievement *	65	61	57	30	58	54	24	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	64	61		63	59				

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	414
Total Components for the FPPI	6
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	40%	51%	32%		41%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	54%	No		
Black/African American Students	66%	No		
Economically Disadvantaged Students	67%	No		

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%
Students With Disabilities	35%	Yes	3	
Black/African American Students	36%	Yes	1	
Economically Disadvantaged Students	37%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	2	
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	47%	No		
Hispanic Students	54%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	51%	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. (pre-populated)

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%					

2021-22 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.
All Students	28%		61%	67%	51%	58%	67%	24%		
Students With Disabilities	13%		59%		38%	45%		7%		
English Language Learners										
Native American Students										
Asian Students										
Black/African American Students	23%		59%	73%	48%	58%		21%		
Hispanic Students	50%				58%					
Multiracial Students										
Pacific Islander Students										
White Students										
Economically Disadvantaged Students	28%		61%	67%	51%	58%	67%	24%		

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	62%	56%	6%	55%	7%
Ela	4	42%	55%	-13%	53%	-11%
Ela	5	70%	56%	14%	55%	15%
Math	3	71%	65%	6%	60%	11%
Math	4	71%	62%	9%	58%	13%
Math	5	40%	59%	-19%	56%	-16%
Science	5	60%	53%	7%	53%	7%

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 30 percent increase from 30% proficiency on the 2023 SSA to 60% proficiency on the 2024 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. 3-5th grade ELA showed an overall improvement of a 26 percent increase from 32% proficiency in 2023 and 58% proficiency on the 2024 FAST PM3 Assessment. In addition, 5th grade ELA showed an overall improvement of a 40 percent increase from 30% proficiency on the 2023 FAST ELA PM3 Assessment to 70% proficiency on the 2024 FAST ELA PM3 Assessment. Weekly planning sessions focused on standards aligned instruction with daily learning targets and daily end products, use of the gradual release model of instruction, PMA debriefing, interventions, differentiated instruction and targeted proficiency groups 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 28% as compared to the district 44%: 16% discrepancy. STAR Math, Grades (K-2) median percentile 43% as compared to the district 62%: 19% discrepancy. The data for the 2024 STAR ELA PM3 Assessment shows that the median percentile was inconsistent in 1st Grade (8%) as compared to district median percentile (43%) showing a 35% difference. This data point was overall the lowest for the school.

Unfortunately, the teacher was reassigned, therefore, an interventionist was placed with a daily substitute to continue instruction. The data for the 2024 STAR Math PM3 Assessment shows that the median percentile was inconsistent in grade Kindergarten (31%) as compared to the district median percentile (57%) showing a 26% difference. The decline suggests that there was inconsistent use of manipulatives to remediate concepts.

Greatest Decline

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

contributed to this decline.

The data for the 2024 FAST 5th Grade Math PM3 assessment shows 40% of students scoring at a level 3 or above. As compared to the 2023 FAST 5th Grade Math PM3 assessment where 44% of students scored a level 3 or above, 4% discrepancy.

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 Level 3 or above on the FAST 4th Grade Reading Assessment PM3 (42%) was inconsistent when compared to the state average (53%) showing a 9% difference. Data for students scoring a level 3 or above on the FAST 5th Grade Math Assessment PM3 (40%) was inconsistent when compared to the state average (56%) showing a 16% difference.

EWS Areas of Concern

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

Attendance from the 2023-2024 school year shows a 5% increase among students having 16-30 absences, as compared to the 2022-2023 school year. EWI data for the 2024-2025 school year indicate that 2nd grade students (9) have had course failures in ELA and (7) students have had course failures in mathematics. 38% of fourth grade students have had 2 or more referrals showing a need for behavior supports and counseling.

Highest Priorities

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

1. Interventions in Second grade in the areas of ELA and Mathematics for low performing students.
2. Instructional coaching support for Kindergarten in the areas of ELA and mathematics, 4th grade ELA and 5th Grade mathematics.
3. Recruiting a certified teacher for 1st grade ELA and Mathematics and providing instructional coaching support.
4. Attendance incentives, targeting the 16-30 absences group with additional supports including additional home visits and offering tutorial services.
5. Behavior supports in fourth grade classrooms.

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

Include a description of your Area of Focus, 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 2023-2024 data, our school will implement the instructional practice of 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 a particular 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 indicated a decrease of the 2024 FAST 5th Grade Math assessment shows 40% of students scoring at a level 3 or above. As compared to the 2023 FAST 5th Grade Math assessment where 44% of students scored a level 3 or above, 4% discrepancy. 3-5th grade ELA showed an overall improvement of a 26 percent increase from 32% proficiency in 2023 and 58% proficiency on the 2024 FAST PM3 Assessment. 5th Grade Science showed an overall improvement of a 30 percent increase from 30% proficiency on the 2023 SSA to 60% proficiency on the 2024 SSA. In addition, 5th grade ELA showed an overall improvement of a 40 percent increase from 30% proficiency on the 2023 FAST ELA PM3 Assessment to 70% proficiency on the 2024 FAST ELA PM3 Assessment. Based on this data we will implement the Benchmark Aligned Instruction with a focus on instructional frameworks.

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 Benchmark-Aligned Instruction through the use of an instructional framework, our students will increase their proficiency by 5 percentage points in Reading, Math, and Science as evidenced on the 2024-2025 FAST Assessment data and the Statewide Science Assessment.

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.

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), Kernique Moore (Assistant Principal), Morgan Bell (Instructional Coach), Jennifer Smith (Instructional Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Establish Clear Learning Objectives

Person Monitoring:

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Morgan Bell (Instructional Coach), Jennifer Smith (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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:

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach), and Morgan Bell (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Collect and Analyze Data

Person Monitoring:

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach), and Morgan Bell (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Instructional Coaches 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.

Area of Focus #2

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

Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 FAST PM3 data, 41% of our 5th grade students were proficient in Math as compared to the state average of 50% and district average of 56%. Based on this data and the identified contributing factors the lack of manipulative usage, hands-on approach, and limited evidence on problem solving, we will implement Instructional Coaching.

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 the Instructional Coaching, students will increase their proficiency by 5 percentage points in Math on the 2025 FAST PM3.

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.

After modeling session, Administrators and Instructional Coach will hold reflective discussions encouraging teacher to analyze what worked well, what challenges they faced and how they can improve.

After co-teaching session, Administrators and Instructional Coach will encourage teachers to maintain a reflective journal where they document their thoughts on lessons, student progress, and personal growth.

Leadership team will facilitate data review to refine instructional strategies and coaching techniques to better meet the needs of the teacher and students.

Person responsible for monitoring outcome

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach) and Morgan Bell (Instructional Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Instructional Coaching is when teachers work together to set a measurable goal to improve

instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

Instructional Coaching will enhance teaching practices, support professional growth and ultimately improve student outcomes. With new math teachers in grades 2-4, focusing on personalized, ongoing support, empowers teachers to continually improve their practice, leading to better outcomes for students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Model Effective Instruction

Person Monitoring:

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach) and Morgan Bell (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Instructional Coach will demonstrate effective math teaching strategies in the classroom, such as using manipulatives, facilitating math discussions, or implementing differentiated instruction. After modeling session, Administrators and Instructional Coach will hold reflective discussions encouraging teacher to analyze what worked well, what challenges they faced and how they can improve.

Action Step #2

Co-Teaching

Person Monitoring:

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach) and Morgan Bell (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Instructional Coaches will work alongside teachers to co-teach lessons, providing real-time support and demonstrating best practices in action. After co-teaching session, Administrators and Instructional Coach will encourage teachers to maintain a reflective journal where they document their thoughts on lessons, student progress, and personal growth.

Action Step #3

Analyze Student Work and Data

Person Monitoring:**By When/Frequency:**

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach), and Morgan Bell (Instructional Coach)

August 12, 2024- September 27, 2024

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

Instructional Coaches and Teachers will review student work and assessment data to measure the impact of instructional changes looking for improvements in areas like problem-solving skills, mathematical reasoning, and overall math proficiency. Leadership team will facilitate data review to refine instructional strategies and coaching techniques to better meet the needs of the teacher and students.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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 data for the 2024 FAST 5th Grade Math assessment shows 40% of students scoring at a level 3 or above. As compared to the 2023 FAST 5th Grade Math assessment where 44% of students scored a level 3 or above, 4% discrepancy. Based on this data, we would implement student engagement.

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 student engagement, students will participate actively in learning activities, persist through challenges, and demonstrate higher levels of motivation. As a result, students will increase their proficiency by 5 percentage points in Reading, Math, and Science as evidenced on the 2024-2025 FAST Assessment data and the Statewide Science Assessment.

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.

After professional development session, Leadership Team will regularly evaluate the impact of active learning strategies on student engagement through classroom observations.

During classroom walkthroughs, the administrators will ensure that active learning strategies are embedded in lesson plans.

Leadership Team and teachers will use assessment data to gather data on how well active learning strategies are working and identify areas for improvement.

Person responsible for monitoring outcome

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach) and Morgan Bell (Instructional Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Active learning involves instructional strategies that engage students directly in the learning process through activities like group discussions, problem-solving, peer teaching, and hands-on projects.

Rationale:

The use of active learning strategies in our K-5 classrooms will ensure that students are engaged and develop a deep understanding of the content being presented.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach) and Morgan Bell (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Provide professional development sessions focused on active learning strategies through collaborative planning, practical workshops, and demonstrations. After professional development session, Leadership Team will regularly evaluate the impact of active learning strategies on student engagement through classroom observations.

Action Step #2

Plan and Design

Person Monitoring:

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach) and Morgan Bell (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Instructional Coaches will work with teachers to integrate active learning strategies into their lesson plans ensuring that these strategies align with learning objectives. During classroom walkthroughs, the administrators will ensure that active learning strategies are embedded in lesson plans.

Action Step #3

Assessment and Feedback

Person Monitoring:

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Jennifer Smith (Instructional Coach) and Morgan Bell (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Teachers will assess the effectiveness of active learning strategies through observations, student feedback, and formative assessments looking for indicators such as increased engagement, improved understanding, and active participation. Leadership Team and teachers will use assessment data to gather data on how well active learning strategies are working and identify areas for improvement.

Area of Focus #4

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**

Include a description of your Area of Focus, 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 data points from STAR PM3 Reading, Grades (K-2) median percentile 28% as compared to the district 44%: 16% discrepancy. 3-5th grade ELA showed an overall improvement of a 26 percent increase from 32% proficiency in 2023 and 58% proficiency on the 2024 FAST PM3 Assessment. Data for students scoring Level 3 or above on the FAST 4th Grade Reading Assessment PM3 (42%) was inconsistent when compared to the state average (53%) showing a 9% difference.

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

Accountable talk in grades K-2, specifically related to Reading/ELA, focuses on developing young students' ability to engage in meaningful conversations about texts. At this early age, accountable talk

is structured and guided by the teacher to help students learn how to express their thoughts, listen to others, and build on ideas. The use of teacher modeling and sentence stems, guided discussions and active listening are strategies that can help students make thoughtful contributions during teaching and learning.

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

Accountable talk in grades 3-5 builds on the foundational skills introduced in earlier grades, with a greater emphasis on independent thinking, critical analysis, and collaborative discussion. In Reading/ELA, students are encouraged to engage more deeply with texts, express their ideas clearly, and respond to the ideas of others with evidence and reasoning. The use of student-led discussions and critical thinking and analysis are strategies that can help students make thoughtful contributions during teaching and learning.

Grades K-2: Measurable Outcome(s)

With the implementation of accountable talk, our students will increase their proficiency by 5 percentage points in FAST K-2 ELA as evidenced on the 2024-2025 FAST Assessment data and the Statewide Science Assessment.

Grades 3-5: Measurable Outcome(s)

With the implementation of accountable talk, our students will increase their proficiency by 5 percentage points in FAST 3-5 ELA as evidenced on the 2024-2025 FAST Assessment data and the Statewide Science Assessment.

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.

During classroom walkthroughs, the administrators will ensure that lesson plans clearly define accountable talk strategies to be used during the instructional block.

Administrators will conduct regular classroom observations to observe students practicing Accountable talk strategies.

Leadership Team will analyze student work to assess if accountable talk strategy improved learning experience.

Person responsible for monitoring outcome

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Morgan Bell (Instructional Coach), Jennifer Smith (Instructional Coach)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Accountable Talk refers to discussion that is meaningful, respectful, and mutually beneficial to both speaker and listener to develop a mindset of a reflective learner. Students learn how to respectfully defend their answers. Accountable Talk stimulates higher-order and critical thinking—helping students to learn, reflect on their learning, and communicate their knowledge and understanding of classroom content. Accountable Talk is not limited to physical Turn and Talk or collaborative groups; virtual platform features and/or devices can also be utilized.

Rationale:

Accountable talk encourages students to think critically about texts and ideas. By requiring them to explain their reasoning, justify their opinions, and challenge the ideas of others, students engage in deeper analysis. It pushes students to use textual evidence to support their arguments, which is a key skill in ELA.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Adam Pascual (Principal), Kernique Moore
(Assistant Principal)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Provide training sessions for teachers that explain the principles and practices of Accountable Talk. Include examples, demonstrations, and the research supporting its effectiveness. During classroom walkthroughs, the administrators will ensure that lesson plans clearly define accountable talk strategies to be used during the instructional block.

Action Step #2

Model and Practice

Person Monitoring:

Adam Pascual (Principal), Kernique Moore
(Assistant Principal), Morgan Bell (Instructional
Coach), Jennifer Smith (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Teachers will demonstrate Accountable Talk during classroom discussions by using sentence stems,

asking probing questions, and explicitly showing how to build on others' ideas. Teachers will provide students with regular opportunities to practice Accountable Talk in pairs, small groups, and whole-class settings beginning with structured activities and gradually move to more open-ended discussions. Administrators will conduct regular classroom observations to observe students practicing Accountable talk strategies.

Action Step #3

Provide Feedback

Person Monitoring:

Adam Pascual (Principal), Kernique Moore (Assistant Principal), Morgan Bell (Instructional Coach), Jennifer Smith (Instructional Coach)

By When/Frequency:

August 12, 2024- September 27, 2024

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

Teachers will give students immediate, constructive feedback on their participation in discussions highlighting specific examples of effective Accountable Talk and suggest areas for improvement. Teachers will also schedule time for students to reflect on their own participation in discussions encouraging them to set personal goals for improving their use of Accountable Talk. Leadership Team will analyze student work to assess if accountable talk strategy improved learning experience.

IV. Positive Culture and Environment

Area of Focus #1

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 2023-24 school-wide attendance data, 40% of our students missed 0-10 days, compared to 44% 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, we will implement Positive Behavior Support (PBS) strategies to increase student attendance.

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 the Positive Behavior Support (PBS), an increase of 4%, for a total of 44%, of students will have from 0-10 absences by the end of the 2024-25 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.

Adam Pascual will track daily attendance using the attendance bulletin and powerBi report.

Administrators will ensure that attendance tracker is completed with fidelity through walkthroughs.

Administrators will ensure that mentors are meeting with their students consistently by reviewing sign in sheets and communication log.

Person responsible for monitoring outcome

Adam Pascual, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The chosen evidence-based intervention to improve student attendance involves a multi-tiered approach that includes positive behavioral interventions and supports (PBIS), personalized outreach to students and families, and the implementation of a mentoring program.

Rationale:

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to improve school climate and promote positive behaviors among students. It involves setting clear expectations for attendance, rewarding students for regular attendance, and providing support for those struggling with absenteeism. PBIS is supported by extensive research showing its effectiveness in reducing absenteeism and improving overall student 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 #1

Tracking Attendance

Person Monitoring:

Adam Pascual, Principal

By When/Frequency:

August 12, 2024- September 27, 2024

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

Monthly percentages of students with 0-10 absences will be tracked on a chart. The student services team will track daily attendance, students with 3 or more absences will be referred to the attendance team to setup a parent conference on the importance of being in school daily. Adam Pascual will track daily attendance using the attendance bulletin and powerBi report.

Action Step #2

Incentives

Person Monitoring:

Classroom Teachers

By When/Frequency:

August 12, 2024- September 27, 2024

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

Classrooms teachers will track daily attendance using a class-wide tracker. An incentive will be offered to the class that completes their tracker. If the homeroom class achieves over 90% of the students present, the teacher will check off a class attendance tracker. Once complete, an incentive is given to the class to support high attendance rates. Administrators will ensure that attendance tracker is completed with fidelity through walkthroughs.

Action Step #3

Pairing Students with Mentors

Person Monitoring:

Faculty and Staff

By When/Frequency:

August 12, 2024- September 27, 2024

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

Mentors will be paired with students that reach 5 or more absences. Mentors will provide a system of daily check-ins, this will allow for staff members to build relationships with their student and follow up with parents to reduce the barriers of truancy. Administrators will ensure that mentors are meeting with their students consistently by reviewing sign in sheets and communication log.

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 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. (ESEA 1114(b)(4))

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

pinevilla.dadeschools.net

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

pinevilla.dadeschools.net

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. (ESEA Section 1114(b)(7)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.

We will implement strategies to reduce disruptions during the school day, such as improving transitions between classes and minimizing non-instructional activities. By maximizing the time students spend engaged in learning, Pine Villa aims to increase both the quantity and quality of instructional time.

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 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Pine Villa's plan is aligned with ESSA objectives, particularly Title I, 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 Primary Learning center (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.

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. (ESEA 1114(b)(7)(iii)(I))

Pine Villa Elementary prioritizes the development of students' social, emotional, and mental well-being, recognizing that these factors are crucial for academic success and overall personal growth. The school has implemented a variety of strategies to ensure that students receive the counseling, mental health services, specialized support, and mentoring they need to thrive outside of the traditional academic curriculum. Pine Villa approaches this comprehensive support by employing a dedicated school counselor who provides individual and group counseling sessions to address students' social, emotional, and behavioral needs. The counselor works closely with students to help them develop coping skills, build self-esteem, and navigate personal challenges. Pine Villa also works closely with a district provided Mental Health Coordinator who provides on-site mental health services. MHC offers therapy and counseling to students who need ongoing support. She also conducts assessments to identify students who may be struggling with mental health issues and create individualized care plans to support the student and their family..

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. (ESEA 1114(b)(7)(iii)(II))

N/A

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Pine Villa Elementary's schoolwide tiered model is a proactive and systematic approach to preventing and addressing problem behaviors. By coordinating these efforts with services provided under IDEA, the school ensures that all students, including those with disabilities, have access to the necessary supports to succeed behaviorally and academically. The model emphasizes early intervention, data-driven decision-making, and collaboration among educators, specialists, and

families, creating a supportive and responsive school environment. The tiered model at Pine Villa follows the Multi-Tiered System of Supports (MTSS) framework, which integrates academic and behavioral supports into a cohesive system. This framework is closely aligned with Response to Intervention (RTI) strategies.

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. (ESEA section 11149b)(7)(iii)(V)).

Pine Villa plans and continues to invest in continuous professional development for teachers, focusing on effective instructional strategies, data-driven decision-making, and the integration of technology in the classroom. Teachers will receive content specific training to better meet the diverse needs of students and ensure that all students can reach their full potential.

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. (ESEA 1114(b)(7)(iii)(V))

Pine Villa hosts a meet and greet event for kindergarten before the start of the school year. During this event, children and their families are invited to visit the school, meet the teachers, and explore the kindergarten classrooms. This orientation helps familiarize children with the new environment, easing their anxiety and building excitement for the upcoming school year.

Also, as part of the transition process, Pine Villa arranges for preschool classes to visit the elementary school. During these visits, preschool children can participate in a day of kindergarten activities, such as story time, art projects, and play-based learning. This experience helps children get a feel for what kindergarten will be like, making the transition less intimidating.

Pine Villa Elementary/Issac A. Withers Headstart offers information sessions for parents of incoming kindergarten students. These sessions provide parents with an overview of the kindergarten curriculum, school routines, and expectations. Parents are also given tips on how to prepare their children for the transition, such as establishing routines at home and fostering independence.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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