

Miami-Dade County Public Schools

# PINE LAKE ELEMENTARY SCHOOL



## 2025-26 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 6
  - D. Early Warning Systems ..... 7
- II. Needs Assessment/Data Review ..... 10
  - A. ESSA School, District, State Comparison ..... 11
  - B. ESSA School-Level Data Review ..... 12
  - C. ESSA Subgroup Data Review ..... 13
  - D. Accountability Components by Subgroup..... 14
  - E. Grade Level Data Review ..... 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment ..... 26
- V. Title I Requirements (optional)..... 29
- VI. ATSI, TSI and CSI Resource Review ..... 33
- VII. Budget to Support Areas of Focus ..... 34

## 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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At Pine Lake Elementary School, we strive to provide the highest quality, relevant learning experiences that foster lifelong curiosity. So that all our students are empowered to achieve their full academic, personal, and civic potential, all the while becoming responsible citizens, and protectors of our global environment.

### Provide the school's vision statement

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At Pine Lake Elementary School, we are committed to inspiring, valuing, educating and empowering students through academic excellence and environmental awareness, in and beyond the classroom.

## 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

Carla Rivas

ricasc@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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Mrs. Carla Rivas is the school's administrative leader. She guides the team and ensures the teachers and students have all the support and resources necessary to be successful.

## Leadership Team Member #2

### Employee's Name

Jacqueline Rodriguez

jackie@dadeschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Ms. Rodriguez is responsible for assisting the school principal in the leadership, coordination, supervision, curriculum and management of the school program and operations.

## Leadership Team Member #3

### Employee's Name

Lidys Toro

ltoro@dadeschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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Ms. Toro is responsible for assisting the school principal in the leadership, coordination, supervision, curriculum and management of the school program and operations.

## Leadership Team Member #4

### Employee's Name

Yolanda Munoz

ymunoz@dadeschools.net

### Position Title

Curriculum Coach

### Job Duties and Responsibilities

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Ms. Munoz works with classroom teachers in setting goals for improved instruction through research, preparation, guidance, and the identification of resources while assisting with the full implementation and monitoring of the district's adopted Math and Reading programs in response to student achievement.

## Leadership Team Member #5

**Employee's Name**

Michelle Arias

marias2@dadeschools.net

**Position Title**

Magnet Lead Teacher

**Job Duties and Responsibilities**

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Mrs. Arias is responsible for our magnet recruitment. During recruitment, she reaches out to families to provide tours, attend events to highlight our program, and oversees applications. Mrs. Arias is also the STEM Liaison and provides instructional support during STEM projects which includes reviewing STEM Matrices and provides resources for projects. She conducts our site visits and creates the curriculum during visits that tie into students STEM projects and Magnet themes.

## Leadership Team Member #6

**Employee's Name**

Luz Scheidt

290631@dadeschools.net

**Position Title**

Counselor

**Job Duties and Responsibilities**

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Mrs. Scheidt supports the school as the counselor. She works closely with administration, teachers and students to ensure overall success. She monitors attendance and student referrals. Mrs. Scheidt works closely with students to support them both academically and emotionally.

## 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.*

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The SIP was developed in collaboration with the school leadership team. It will be presented to the teachers and key community stakeholders through a faculty meeting and EESAC meetings. The

Stakeholders' feedback is incorporated and revisited throughout the 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)).

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The Leadership team meets weekly. Data chats are conducted with both teachers and students throughout the year. Data chats drive the SIP updates and next steps and provide accountability. Additionally, the SIP is provided to key stakeholders through the EESAC several times a year.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:</b>



## 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	42	32	45	52	48	68				287
Absent 10% or more school days	0	7	7	11	4	3				32
One or more suspensions	0	1	0	1	0	2				4
Course failure in English Language Arts (ELA)	0	0	0	4	11	2				17
Course failure in Math	0	0	1	5	6	3				15
Level 1 on statewide ELA assessment	0	0	0	17	14	9				40
Level 1 on statewide Math assessment	0	0	0	8	13	4				25
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	9	19	17	22				79
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	5	5	3	0				16

#### 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	6	6	18	18	9				57

#### 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	1	1	0	3	0	2				7
Students retained two or more times	0	0	0	0	0	0				0

**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		6	7	9	3	4				29
One or more suspensions				1		2				3
Course failure in English Language Arts (ELA)			5	10	10	5				30
Course failure in Math			1	14	2	5				22
Level 1 on statewide ELA assessment				11	6	28				45
Level 1 on statewide Math assessment				7	5	28				40
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	31						37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**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	14	7	23				45

**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	11						12
Students retained two or more times						3				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*	46	65	59	53	63	57	52	60	53
Grade 3 ELA Achievement	46	65	59	51	63	58	44	60	53
ELA Learning Gains	63	65	60	62	64	60			
ELA Lowest 25th Percentile	74	62	56	58	62	57			
Math Achievement*	55	72	64	43	69	62	43	66	59
Math Learning Gains	67	66	63	52	65	62			
Math Lowest 25th Percentile	52	59	51	67	58	52			
Science Achievement	72	63	58	86	61	57	67	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	66	63	70	64	61	53	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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	549
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	60%	51%	60%	44%		64%

\* 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	37%	Yes	3	
English Language Learners	59%	No		
Black/African American Students	51%	No		
Hispanic Students	65%	No		
Economically Disadvantaged Students	56%	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	46%	46%	63%	74%	55%	67%	52%	72%					74%
Students With Disabilities	19%	30%	44%		28%	44%		54%					
English Language Learners	32%	20%	64%	83%	56%	71%	60%	67%					74%
Black/African American Students	39%	56%	43%		45%	57%	55%	62%					
Hispanic Students	53%	39%	76%	83%	64%	72%	50%	76%					73%
Economically Disadvantaged Students	36%	42%	54%	71%	49%	62%	47%	68%					71%



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	53%	51%	62%	58%	43%	52%	67%	86%		70%
Students With Disabilities	26%	20%	54%	60%	26%	38%				
English Language Learners	42%		48%	54%	38%	52%	69%			70%
Black/African American Students	41%	50%	56%	64%	35%	41%		75%		
Hispanic Students	66%	57%	60%	54%	53%	58%	71%	91%		71%
White Students	40%				30%					
Economically Disadvantaged Students	47%	39%	55%	47%	39%	51%	61%	85%		60%

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	52%	44%			43%			67%					53%
Students With Disabilities	27%	25%			27%			50%					
English Language Learners	59%	50%			44%			67%					47%
Black/African American Students	40%	30%			35%			62%					
Hispanic Students	60%	52%			46%			68%					48%
Economically Disadvantaged Students	49%	36%			40%			72%					48%

## 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	46%	60%	-14%	57%	-11%
ELA	4	40%	59%	-19%	56%	-16%
ELA	5	46%	60%	-14%	56%	-10%
Math	3	55%	69%	-14%	63%	-8%
Math	4	46%	68%	-22%	62%	-16%
Math	5	59%	62%	-3%	57%	2%
Science	5	68%	56%	12%	55%	13%

### III. Planning for Improvement

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#### 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?

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Fourth Grade Math Proficiency showed the most improvement. (2024 -19% and 2025 - 46%).

- Frequent Data Monitoring
- Students possessed background knowledge and foundational skills
- Utilization of District Resources with Fidelity
- Data Chats with Teachers and students

##### **Lowest Performance**

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

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4th Grade Math Lowest 25% Learning Gains showed the lowest performance (10%).

- Lack of fluency and automaticity of basic multiplication facts
- Poor development of addition and subtraction concepts and application
- Difficulty comprehending and knowing when to apply specific skills due to lack of reading comprehension development
- Students entering school that are Non-native and did not speak English as a primary language
- Teacher burn-out. Teacher expressed difficulty reaching lower functioning learners and high levels of frustration
- Poor self-motivation, weak study habits, lack of interests, and not taking course material seriously
- Concentration and attention difficulties which only support lack of understanding
- Lack of patience and not taking enough opportunities to repeatedly practice math concepts prior to moving on

##### **Greatest Decline**

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

---

Fifth Grade ELA Proficiency (2024 - 58% and 2025 - 46%)

- Students not entering 5th grade on-grade level
- Lack of fluency
- Poor development of vocabulary knowledge
- Difficulty comprehending and knowing when to apply specific skills due to lack of reading comprehension development
- Students entering school that are Non-native and did not speak English as a primary language and a higher ESOL/ESE population

### **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.

---

4th Grade Math Lowest 25% Learning Gains showed the greatest gap (10%) as compared to the state (54%).

- Students not entering 4th grade on-grade level
- Lack of fluency and automaticity of basic multiplication facts
- Poor development of addition and subtraction concepts and application
- Difficulty comprehending and knowing when to apply specific skills due to lack of reading comprehension development
- Inability to reach lower performing students
- Concentration and attention difficulties which only support lack of understanding

### **EWS Areas of Concern**

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

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- Students with substantial Reading Deficiency which affects all subjects (79)
- Students with two or more indicators (57)

### **Highest Priorities**

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

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- Exposing teachers to different grade levels
- Ensuring teachers attend District PDs based on the subject they are teaching
- Monitoring Reading Interventions for fidelity and effectiveness
- Identifying struggling readers for possible MTSS/RtI process
- Implementing Math Interventions for students lacking basic foundational skills

## 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 Math

#### 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.

Incoming 2025-2026 Fifth Grade students scored 40% on Learning Gains and 10% on Lowest 25% Learning Gains on the FAST 2024-2025 Assessment. Based on the data and the identified contributing factors, we will implement student centered small group differentiated 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 lowest performance component data was in the area is Fourth Grade Mathematics F.A.S.T. Learning Gains with 40% proficiency and Lowest 25% Learning Gains at 10% proficiency. We will focus on student centered small group differentiated instruction to increase Fifth Grade Learning Gains and L25 Learning Gains by 5 percentage points, as evidenced by the results of the 2026 FAST Mathematics Assessment.

#### Monitoring

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

With the implementation of student-centered small group differentiated learning, an additional 5% of overall students and L25 students in Grade Five will demonstrate Learning Gains in Math on the 2025-2026 FAST Assessment. Administration will sit in common planning sessions to ensure data is used to streamline student-centered DI groups and that they are occurring with fidelity.

#### Person responsible for monitoring outcome

Yolanda Munoz- Curriculum Coach, Jacqueline Rodriguez- AP

#### 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:**

Instructional Coach, administration and Teachers will during math common planning to target areas in need of remediation during student-centered small group DI Instruction. D.I. will be based on current data in real time. Administration will review Math D.I. Lesson Plans for indication of student-centered small group differentiated learning utilizing explicit teaching and an emphasis of individualized group goals. Topic Assessment Data analysis will be reviewed, discussed and tracked by students. Data will be analyzed during Leadership Team Meetings to ensure students are demonstrating growth in Florida B.E.S.T. Standards.

**Rationale:**

By presenting math in multiple ways, DI help students connect with the skills and concepts. To ensure math evidence-based Differentiated Instruction (D.I.) is systematic, using data-driven approaches that aim to enhance students' mathematical proficiency through targeted instruction, continuous assessment, and evidenced based practices. By implementing D.I. effectively, teachers will achieve measurable outcomes and support students in successfully achieving math skills.

**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**

Professional Development/Common Planning

**Person Monitoring:**

Yolanda Munoz-Curriculum Coach

**By When/Frequency:**

September 26, 2025/Weekly

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

During Mandatory PD Day and Common Planning, Teachers will develop lesson plans that are inclusive of student-centered small group differentiated learning. As a result, teachers will have student groups identified and all resources needed.

**Action Step #2**

Data Analyzation

**Person Monitoring:**

Jacqueline Rodriguez-AP

**By When/Frequency:**

September 26, 2025/bi-weekly

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

Teachers will analyze data from PM1 and Topic Assessments to identify areas in need of remediation. They will work with the Curriculum Coach and administration to dissect the data and identify students.

**Action Step #3**

Common Planning

**Person Monitoring:**

**By When/Frequency:**

Yolanda Munoz-Curriculum Coach

September 26-Weekly

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

During Common Planning the Curriculum Coach will further assist the math teachers with select differentiated instructional resources that target specific weaknesses which include the usage of IXL Math Gaming Applications, BIL Instructional Resources and i-Ready Tools for Instruction and gaming applications.

**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.

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The Data indicates that 56 percent of students in grade 3 to 5 scored below a Level 3 on the 2025 ELA FAST Assessment. There was an overall decrease of 2 percentage points in ELA FAST proficiency. Our school will implement the Gradual Release of Responsibility Model to decrease the reading deficiencies and focus on specific instructional practices. The Gradual Release of Responsibilities Model is a particular style of teaching which is a structured method of pedagogy framed around a process from beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (we do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (you do) eventually requiring students to demonstrate mastery of the learning target independently.

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

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Based on the 2025 FAST PM3 Assessment, first grade students were not on track to score Level 3 or above on the statewide, standardized FAST Assessment. The Median Performance Rank for First Grade Students was 28% for ELA.

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

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Fourth Grade students scored below the desired score on the 2025 FAST ELA PM3, with only 40 percent scoring Level 3 or higher.

**Grades K-2: Measurable Outcome(s)**

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On the 2026 administration of the FAST PM3 Assessment, we expect to increase the percent of the current second grade students scoring a Level 3 or above on the statewide, standardized ELA assessment by 5 percentage points to 33% in ELA.

### **Grades 3-5: Measurable Outcome(s)**

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On the 2026 administration of the FAST PM3 Assessment, we expect to increase the percentage of the current fifth grade students scoring at a Level 3 or higher by 10 percentage points to 50% in ELA.

### **Monitoring**

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

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The area of focus will be monitored by:

- \*Common planning agendas and sign in sheets
- \* Walk throughs by administration to observe the process
- \* Teacher feed back during common planning meetings

### **Person responsible for monitoring outcome**

Jacqueline Rodriguez-AP

### **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:**

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

#### **Rationale:**

The Gradual Release model allows the teacher to instruct students with a specific goal in mind. It allows the students to work out or discuss the skill with a partner or group of peers to further their understanding and then to take the knowledge learned and practice the skills on their own. This affords the teacher the opportunity to work through the learning process, while giving students freedom to learn and explore on their own.

#### **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**

Professional Development

**Person Monitoring:**

Yolanda Munoz-Curriculum Coach, Jacqueline Rodriguez-AP

**By When/Frequency:**

September 26/Weekly

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

Professional Development on the Gradual Release Model during common planning or faculty meetings.

**Action Step #2**

Intentional Planning for GRRM

**Person Monitoring:**

Yolanda Munoz-Curriculum Coach

**By When/Frequency:**

September 26/Weekly

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

During common planning, map out the steps and model the Gradual Release process with teachers to ensure the effective implementation of the GRRM.

**Action Step #3**

Focused Walkthroughs

**Person Monitoring:**

Carla Rivas-Principal, Jacqueline Rodriguez-AP

**By When/Frequency:**

September 26/On-going-Weekly

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

Conduct walk throughs to monitor steps of the Gradual Release Model and ensure that they are being carried out both in whole and small group lessons.

**Area of Focus #3**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**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.

The area of focus and the rational for all our students to receive equitable opportunities to increase

success within a supportive learning environment. The focus will be on inclusive best practice approaches.

### **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.

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The 2024-2025 ESSA Data indicated that students with disabilities scored 20 percentage points under the Needs Assessment Data Review Index Report.

### **Monitoring**

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

---

Through on-going progress monitoring and utilizing the Florida Best Standards, monitoring will include collaboration with administration, coaches and teachers in order to target the desired outcomes.

### **Person responsible for monitoring outcome**

Jacqueline Rodriguez-AP

### **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:**

The schools Evidence-Based Instruction will include TIER 2 and Tier 3 Interventions and Differentiated Instruction in classrooms. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

### **Rationale:**

Differentiated Instruction meets the needs of all learners in a classroom by tailoring instruction to readiness, interests and learning profiles, thereby increasing student achievement and motivation.

### **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**

Professional Development

**Person Monitoring:**

Jacqueline Rodriguez-AP, Yolanda Munoz-  
Curriculum Coach

**By When/Frequency:**

September 26/Weekly

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

Professional Development will be conducted for our instructional staff on how to analyze and retrieve data in order to make appropriate decisions based on student needs. This will be done through faculty meetings and common planning sessions.

**Action Step #2**

Diving Into Data

**Person Monitoring:**

Jacqueline Rodriguez-AP

**By When/Frequency:**

September 26/Weekly

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

Instructional staff will collaborate with the instructional coach and administration to analyze data and create grouping based on the students needs.

**Action Step #3**

Teacher/Student Data Chats

**Person Monitoring:**

Jacqueline Rodriguez-AP

**By When/Frequency:**

September 26/Monthly

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

Focus will be placed on the grouping of students for specific instructional enhanced support and resources based on their data in order to tailor their individual needs. Teachers will encourage students to take ownership in their data and progress.

## IV. Positive Learning Environment

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**Area of Focus #1**

Other: Family Engagement

**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.

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In order to increase parent/family participation at academic and elective-related events, such as parent-teacher meetings, workshops, fairs, fundraisers, school spirit days, social events and afterschool programs during the 2025-2026 academic year. With the implementation of parental/

family involvement, we will have improved academic and interpersonal connections as children benefit from consistent support and encouragement. Additionally, it strengthens the relationship between parents and teachers, creating a unified approach to addressing students' needs and promoting their overall well-being.

### **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.

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Based on our School Climate Survey, 75 of our staff believe that there is a lack of support from parents. Pine Lake Elementary will work through various events to increase parent involvement and support. Our goal is to decrease teacher's perception that there is a lack of parental support by 25.

### **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.

---

School will advertise on online platforms and send home newsletters, calendars - identifying school related activities that parents/families can participate in. As a result, parents/families can identify resources for student success.

Utilizing Attendance Sign-ins, Active participation/feedback and Online Submissions.

### **Person responsible for monitoring outcome**

Jacqueline Rodriguez-AP

### **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:**

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

#### **Rationale:**

Family Engagement activities foster authentic and collaborative relationships with families, facilitating interactive experiences between staff and families ensuring that all interactions are connected to learning, thereby strengthening families' ability to support their children's academic progress.

**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**

PTO Meetings

**Person Monitoring:**

Jacqueline Rodriguez-AP

**By When/Frequency:**

September 26/Monthly

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

Parents/Families will be invited to Monthly PTO Meeting Times and Dates. They will be notified and monitoring will occur through Messenger Voice message, school monthly calendar and teacher platforms. This will be monitored through sign in sheets and will work to increase parent engagement.

**Action Step #2**

Meet and Greet

**Person Monitoring:**

Jacqueline Rodriguez-AP

**By When/Frequency:**

August 13/One time

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

Meet and Greet date will be posted through digital platforms to notify parents and families to visit the school site. Families will have an opportunity to meet faculty and staff, visit classrooms and have an opportunity to have questions and concerns addressed. This will be evidenced by sign in sheets and will give parents an introduction to the teacher, curriculum and expectations for the school year.

**Action Step #3**

Grade level Informational Parent Meetings

**Person Monitoring:**

Jacqueline Rodriguez -AP

**By When/Frequency:**

September 26/Weekly

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

Grade level informational meetings highlighting important protocols for student success. Parents will be invited to monthly grade level meetings by utilizing the Messenger Voice system, monthly calendars and teacher platforms. This will be evidenced by sign in sheets. Parents will gain a better understanding of skills being taught for each grade level, expectations needed for success and requirements for testing.

## V. Title I Requirements (optional)

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### 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.

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All Title I documents are shared with all stakeholders through various methods. At the Opening of School Meeting with staff a Title I presentation is presented. Parents and community leaders receive information about Title I through Open House, PTO and EESAC meetings.

School website: <https://pinelakeelementary.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)).

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Pine Lake Elementary works closely with parents and families to ensure students have a successful and safe school year. Information is disseminated to parents through PTO and EESAC meetings, Open House, monthly calendar, teacher platforms and Messenger messages. Parents can apply to be a school volunteer also.

School website: <https://pinelakeelementary.com/>



**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)).

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In order to strengthen the academic program, Pine Lake Elementary will utilize data-driven instruction tailored to individual student needs to differentiate instruction. We will provide targeted professional development for teachers during common planning, faculty meeting or District ICADS. Teachers and students will utilize technology to enhance learning and incorporate enrichment activities within the regular curriculum, The Leadership Team will closely monitor student progress to identify areas for further improvement and adjust strategies accordingly.

**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)).

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Pine Lake Elementary incorporates all District provided programs and resources to meet not only the academic needs, but mental health needs for all staff and students. Such programs include: Bullying Prevention resources, Value Matters Curriculum, Red Ribbon activities and Say Hello Week activities. We provide parents with resources and contact information for Project Upstart and outside agencies for mental health needs. Our Primary Learning Center offers United Way services (babies to 3 years of age), Head Start classes and VPK programs.



## 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)).

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Pine Lake Elementary staff attend Professional Development on counseling, mental health and support services. We work closely with our MTSS Team to ensure student and parents receive all the services and support needed. Outside agency information is provided to parents who need additional assistance.

#### 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)).

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

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Pine Lake Elementary follows a school wide progressive discipline plan, with a focus on positive incentives and rewards. The school counselor works closely with teachers and students to provide support. Parents/guardians serve as important resource in managing student behavior. Conferences are held with parents, teachers and administrators when necessary to identify areas of concern and corrective strategies. If needed, an Rtl process is started for students with continuous behavior issues.

#### 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 Lake Elementary provides Professional Development for teachers and staff during faculty meetings and common planning. Staff are encouraged to attend outside PD provided by the District.

### **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)).

---

Pine Lake Elementary/Ethel F. Beckford/Richmond Primary Learning Center employs a variety of strategies to aid preschool children, including those in Head Start programs, in their transition to Pine Lake Elementary School or other local elementary schools. The school focuses on creating a seamless transition by fostering strong communication between teachers, parents, and the receiving school. The school emphasizes gradual integration, allowing children to experience elements of a typical school day through structured play and learning activities that mimic elementary routines. This helps familiarize them with the new environment. Additionally, the center implements collaborative efforts by organizing visits to Pine Lake Elementary School, where children can meet future teachers and peers, thus fostering a sense of comfort and belonging. The center also prioritizes parental involvement, encouraging parents to participate in workshops and informational sessions that equip them with tools to support their child's educational journey. Furthermore, teachers utilize individualized learning plans to address the specific needs and developmental stages of each child, ensuring they are well-prepared for the academic and social demands of elementary education. These comprehensive strategies collectively aim to build confidence and ease the transition process for young learners.

## VI. ATSI, TSI and CSI Resource Review

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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.

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Pine Lake Elementary utilizes all resources provided by the District to meet the needs of our learners. This includes district pacing guides and Year At A Glance Guide, Achievement Level Descriptors and District purchased textbooks and resources. All teachers are provided resources and trained on how to use them. Instructional Coaches provide support during common planning.

### 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).

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Pine Lake Elementary utilizes additional resources to address the learners needs which include Magnetic Readers for grade 3-5 and K-1 Phonics Reading for ELA, J and J Educational Boot Camp for Science and Measuring Up for Mathematics. The specific resources identified will address the needs of those students lacking in basic foundational skills, both in Reading and Mathematics. The plan's rationale is directly tied to the 2025 Florida Assessment of Student Thinking (FAST) data, which showed that only 19% of 4th grade students showed proficiency in math. Also, based on Early Warning Systems, 79 students showed a significant deficiency in Reading skills. The resources are designed to accelerate reading and math growth and will be utilized during DI. The implementation of these resources began at the start of the school year, with a weekly frequency.

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