

Collier County Public Schools

# Pinecrest Elementary School



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>14</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>24</b>
<b>Budget to Support Goals</b>	<b>26</b>

# Pinecrest Elementary School

313 S 9TH ST, Immokalee, FL 34142

<https://www.collierschools.com/pcr>

## Demographics

**Principal: Laura Mendicino**

Start Date for this Principal: 7/21/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: D (38%) 2017-18: C (46%) 2016-17: C (42%) 2015-16: D (40%) 2014-15: F (23%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Collier County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>14</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>24</b>
<b>Budget to Support Goals</b>	<b>26</b>

## Pinecrest Elementary School

313 S 9TH ST, Immokalee, FL 34142

<https://www.collierschools.com/pcr>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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### 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Mission - How We Get There

Pinecrest Elementary School is a collaborative learning community of devoted students, parents, community members and staff focused on ensuring a safe and positive learning environment, which values perseverance and determination in the pursuit of excellence.

#### **Provide the school's vision statement.**

Vision: Where We Want to Be

To create a learning community that advances academic potential, personal character, and social responsibility.

Pinecrest - PCR

P - Academic Potential

C - Personal Character

R - Social Responsibility

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Jordan, Susan	Principal	<p>Coordinates meetings throughout the school year for all stakeholders to review and revise the SIP</p> <p>Ensures that instruction and intervention are directly related to the Florida Standards and the School Improvement Plan goals and strategies</p> <p>Participates in collaborative instructional planning with instructional coaches and grade level teams</p> <p>Reviews student assessment data to monitor progress of all students, subgroups of students and effectiveness of instruction</p> <p>Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders</p> <p>Conducts classroom walkthroughs, informal observations and formal observations to monitor instructional effectiveness</p> <p>Meets with Assistant Principals of Curriculum to monitor all tiers of instruction and review teacher observation results and reports</p> <p>Ensures that support is in place to improve and strengthen core instruction by utilizing instructional coaches to facilitate collaborative planning and implement coaching cycles for teachers identified through classroom observations and data analysis</p> <p>Coordinates the SIP and Title I budgets and the use of funds to provide personnel and materials to support the SIP goals and student achievement</p>
Gray, Christine	Assistant Principal	<p>Participates in meetings throughout the school year for all stakeholders to review and revise the SIP</p> <p>Participates in collaborative instructional planning with instructional coaches and grade level teams</p> <p>Reviews student assessment data to monitor progress of students and effectiveness of instruction</p> <p>Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders</p> <p>Conducts classroom walkthroughs, informal observations and formal observation to monitor instructional effectiveness</p> <p>Coordinates the schedules of Title I funded staff to meet the needs of students</p> <p>Coordinates the services provided for students receiving supplemental Title 1 services</p>



Name	Title	Job Duties and Responsibilities
		<p>Coordinates professional development for non-instructional staff</p> <p>Coordinates district and state assessments to ensure the integrity of student assessment</p> <p>Meets with all grade level teams monthly to ensure that progress monitoring plans are up-to-date and entered appropriately in data warehouse and records meetings in Data Warehouse</p> <p>Schedules problem solving meetings for students struggling to meet core level instructional targets</p> <p>Coordinates and facilitates parent conferences with teachers to review intervention progress and discuss academic concerns for students receiving intensive intervention</p> <p>Monitors the progress of students receiving intensive intervention and facilitates diagnostic assessments to further inform the intervention process including possible ESE or EL services School</p>
Herrera, Melinda	Other	<p>ESE Program Specialist</p> <p>Facilitates school procedures, professional development and activities regarding student intervention and the support students with disabilities require to increase achievement. Monitors the progress of students receiving ESE services and support</p>
Soto, Martha	Teacher, K-12	<p>EL Lead Teacher</p> <p>Facilitates school procedures, professional development and activities regarding the support English Language learners require to increase achievement. Provides instruction and monitors the progress of students receiving EL services and support</p>
Duffy, Patricia	Assistant Principal	<p>Participates in meetings throughout the school year for all stakeholders to review and revise the SIP</p> <p>Participates in collaborative instructional planning with instructional coaches and grade level teams</p> <p>Reviews student assessment data to monitor progress of students and effectiveness of instruction</p> <p>Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders</p>

Name	Title	Job Duties and Responsibilities
		<p>Conducts classroom walkthroughs, informal observations and formal observation to monitor instructional effectiveness</p> <p>Coordinates the schedules of Title I funded staff to meet the needs of students</p> <p>Coordinates the services provided for students receiving supplemental Title 1 services</p> <p>Coordinates professional development for non-instructional staff</p> <p>Coordinates district and state assessments to ensure the integrity of student assessment</p> <p>Meets with all grade level teams monthly to ensure that progress monitoring plans are up-to-date and entered appropriately in data warehouse and records meetings in Data Warehouse</p> <p>Schedules problem solving meetings for students struggling to meet core level instructional targets</p> <p>Coordinates and facilitates parent conferences with teachers to review intervention progress and discuss academic concerns for students receiving intensive intervention</p> <p>Monitors the progress of students receiving intensive intervention and facilitates diagnostic assessments to further inform the intervention process including possible ESE or EL services School</p>
Kennedy, Holly	Instructional Coach	<p>ELA Instructional Coach</p> <p>Facilitates collaborative instructional planning with grade level teams</p> <p>Participates in PLC Data Meetings and facilitates ongoing progress monitoring</p> <p>Observes instructional practices in all classrooms to identify teachers in need of support</p> <p>Meets with administration to schedule appropriate coaching activities for teachers in need of support</p> <p>Attends MTSS meetings and provides guidance in developing problem statements, identifying instructional targets and intervention materials and implementing interventions</p> <p>Monitors the effectiveness of tiered intervention and provides guidance on instructional adjustments</p> <p>Monitors the fidelity of use of digital learning programs</p>
Grezlik, Mary	Instructional Coach	<p>Academic Instructional Coach</p> <p>Facilitates collaborative instructional planning with grade level teams</p> <p>Participates in PLC Data Meetings and facilitates ongoing progress monitoring</p> <p>Observes instructional practices in all classrooms to identify teachers in need</p>

Name	Title	Job Duties and Responsibilities
		<p>of support</p> <p>Meets with administration to schedule appropriate coaching activities for teachers in need of support</p> <p>Attends MTSS meetings and provides guidance in developing problem statements, identifying instructional targets and intervention materials and implementing interventions</p> <p>Monitors the effectiveness of tiered intervention and provides guidance on instructional adjustments</p> <p>Monitors the fidelity of use of digital learning programs</p>
Gerber, Cynthia	Other	<p>EL Contact and Academic Support for EL Teachers</p> <p>Facilitates school procedures, professional development and activities regarding the support English Language learners require to increase achievement. Provides instructional support for teachers and monitors the progress of students receiving EL services and support</p>
		<p>Participates in meetings throughout the school year for all stakeholders to review and revise the SIP</p> <p>Participates in collaborative instructional planning with instructional coaches and grade level teams</p> <p>Reviews student assessment data to monitor progress of students and effectiveness of instruction</p> <p>Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders</p> <p>Conducts classroom walkthroughs, informal observations and formal observation to monitor instructional effectiveness</p> <p>Coordinates the schedules of Title I funded staff to meet the needs of students</p> <p>Coordinates the services provided for students receiving supplemental Title 1 services</p> <p>Coordinates professional development for non-instructional staff</p> <p>Coordinates district and state assessments to ensure the integrity of student assessment</p> <p>Meets with all grade level teams monthly to ensure that progress monitoring plans are up-to-date and entered appropriately in data warehouse and records meetings in Data Warehouse</p> <p>Schedules problem solving meetings for students struggling to meet core level</p>

Name	Title	Job Duties and Responsibilities
		<p>instructional targets</p> <p>Coordinates and facilitates parent conferences with teachers to review intervention progress and discuss academic concerns for students receiving intensive intervention</p> <p>Monitors the progress of students receiving intensive intervention and facilitates diagnostic assessments to further inform the intervention process including possible ESE or EL services School</p>
Luciano, Jacquie	Instructional Coach	<p>ELA Instructional Coach</p> <p>Facilitates collaborative instructional planning with grade level teams</p> <p>Participates in PLC Data Meetings and facilitates ongoing progress monitoring</p> <p>Observes instructional practices in all classrooms to identify teachers in need of support</p> <p>Meets with administration to schedule appropriate coaching activities for teachers in need of support</p> <p>Attends MTSS meetings and provides guidance in developing problem statements, identifying instructional targets and intervention materials and implementing interventions</p> <p>Monitors the effectiveness of tiered intervention and provides guidance on instructional adjustments</p> <p>Monitors the fidelity of use of digital learning programs</p>
Jasko, Jackie	Instructional Coach	<p>Academic Instructional Coach- Math</p> <p>Facilitates collaborative instructional planning with grade level teams</p> <p>Participates in PLC Data Meetings and facilitates ongoing progress monitoring</p> <p>Observes instructional practices in all classrooms to identify teachers in need of support</p> <p>Meets with administration to schedule appropriate coaching activities for teachers in need of support</p> <p>Attends MTSS meetings and provides guidance in developing problem statements, identifying instructional targets and intervention materials and implementing interventions</p> <p>Monitors the effectiveness of tiered intervention and provides guidance on instructional adjustments</p> <p>Monitors the fidelity of use of digital learning programs</p>

## Early Warning Systems

### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	127	131	126	96	124	0	0	0	0	0	0	0	695
Attendance below 90 percent	9	28	25	12	12	12	0	0	0	0	0	0	0	98
One or more suspensions	0	1	2	3	0	0	0	0	8	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	27	60	0	0	0	0	0	0	0	97

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	8	8	0	0	0	0	0	0	0	18

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	6	12	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

**FTE units allocated to school (total number of teacher units)**

65

**Date this data was collected or last updated**

Thursday 8/22/2019

**Prior Year - As Reported**
**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	29	12	16	18	16	0	0	0	0	0	0	0	110
One or more suspensions	0	0	2	1	5	6	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	43	45	0	0	0	0	0	0	0	95

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	14	12	0	0	0	0	0	0	0	26

**Prior Year - Updated**
**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	29	12	16	18	16	0	0	0	0	0	0	0	110
One or more suspensions	0	0	2	1	5	6	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	43	45	0	0	0	0	0	0	0	95

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	14	12	0	0	0	0	0	0	0	26

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	60%	57%	30%	56%	55%
ELA Learning Gains	42%	59%	58%	40%	62%	57%
ELA Lowest 25th Percentile	50%	51%	53%	40%	57%	52%
Math Achievement	42%	68%	63%	44%	67%	61%
Math Learning Gains	40%	64%	62%	52%	67%	61%
Math Lowest 25th Percentile	25%	55%	51%	53%	58%	51%
Science Achievement	33%	59%	53%	33%	54%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	91 (0)	127 (0)	131 (0)	126 (0)	96 (0)	124 (0)	695 (0)
Attendance below 90 percent	9 (19)	28 (29)	25 (12)	12 (16)	12 (18)	12 (16)	98 (110)
One or more suspensions	0 (0)	1 (0)	2 (2)	3 (1)	0 (5)	0 (6)	6 (14)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (7)	27 (43)	60 (45)	97 (95)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	61%	-29%	58%	-26%
	2018	30%	59%	-29%	57%	-27%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	26%	58%	-32%	58%	-32%
	2018	41%	60%	-19%	56%	-15%
Same Grade Comparison		-15%				
Cohort Comparison		-4%				
05	2019	27%	60%	-33%	56%	-29%
	2018	30%	59%	-29%	55%	-25%
Same Grade Comparison		-3%				
Cohort Comparison		-14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	68%	-17%	62%	-11%
	2018	45%	67%	-22%	62%	-17%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	36%	65%	-29%	64%	-28%
	2018	41%	67%	-26%	62%	-21%
Same Grade Comparison		-5%				
Cohort Comparison		-9%				
05	2019	30%	67%	-37%	60%	-30%
	2018	41%	68%	-27%	61%	-20%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	56%	-26%	53%	-23%
	2018	38%	58%	-20%	55%	-17%
Same Grade Comparison		-8%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	4	38	52	25	33	26					

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	28	40	50	40	42	30	33				
BLK	36	42	60	30	34	29	27				
HSP	33	42	46	45	42	24	35				
FRL	33	42	50	42	40	25	33				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	47	55	25	26	39	11				
ELL	28	52	54	45	42	39	30				
BLK	36	56	60	33	37	38	47				
HSP	35	53	59	51	44	39	41				
FRL	35	54	60	48	42	39	42				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	15	20	11	31	27	18				
ELL	26	39	44	47	59	57	28				
BLK	36	55	45	32	64	91	15				
HSP	30	38	40	46	51	46	35				
FRL	30	40	40	44	52	53	33				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES



Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Overall ELA proficiency continues to be low at 33%.

This is a decrease of 2% from the previous year.

This proficiency score places PCR in the Lowest 300 performing schools.

The percentage of students making gains decreased 12%.

The percentage of students in the lowest 25% making gains decreased 10%

The ELA proficiency for students that receive migrant services was 28% (Grade 3), 22% (Grade 4) and 14% (Grade 5).

The ELA Proficiency for students with disabilities was 0% (Grade 3), 0% (Grade 4) and 17% (Grade 5).

Specific contributing factors include a weakness in Subskill 2 - Integration of Knowledge and Ideas and Subskill 1 - Key Ideas and Details. Additionally, students in Grade 5 made significantly less learning gains than students in Grade 4 and students with disabilities did not meet proficiency in multiple areas.

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

Math Lowest 25% Gain declined by 14 points.

Fourth Grade Lowest 25% data - 16% of students made a gain

Fifth Grade Lowest 25% data - 36% of students made a gain

Specific contributing factors include weakness in Subskill 3 in Grade 4 - Fractions and Subskill 3 in Grade 5 Measurement, Data and Geometry and Subskill 1 - Fractions. Additionally, students in the lowest quartile did not make learning gains in Grade 4. Less than 25% of SWD met proficiency standards in Math. Only 30% of students in the Black subgroup met proficiency.

**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.**

Math Lowest 25% Learning Gains had the biggest difference from both the district and the state. Students in Grade 4 Lowest 25% demonstrated a weakness in all subskills in Math.

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

No area improved. However ELA proficiency did not decrease as significantly as other data areas and ELA Lowest 25th Learning Gains was 1 point below district and 2 points below state. Contributing factors to ELA Learning Gains were the use of standards based materials along with digital learning experiences using iReady system. Standards Mastery assessments were analyzed and instruction in conventions and grammar supported learning gains.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

EWS data details several areas of concern. A significant number of students (97) scored a Level 1 on one or both FSA assessments. Of the 41 students that scored a Level 1 in Grade 3 ELA, 12 students in Grade 3 did not meet any Good Cause criteria and have been retained.

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

1. Improve ELA proficiency in all grades
2. Improve ELA Learning Gains in Grades 4 and 5
3. Improve learning gains for Lowest 25% in Math
4. Improve proficiency for SWD in ELA and Math
5. Improve Science Achievement
6. Improve proficiency with Text Based Writing in Grades 4 and 5 - specifically in evidence and elaboration

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	<p>Provide rigorous and relevant standards based instruction in ELA to increase proficiency and learning gains for all students.</p> <p>Overall ELA proficiency continues to be low at 33%.</p> <p>This is a decrease of 2% from the previous year.</p> <p>This proficiency score places PCR in the Lowest 300 performing schools.</p> <p>The percentage of students making gains (42%) decreased 12%.</p> <p>The percentage of students in the lowest 25% making gains (50%) decreased 10%.</p>
<b>Rationale</b>	<p>ELA proficiency for English Language Learners was 16% (Grade 3), 13% (Grade 4) and 12% (Grade 5). ELA proficiency for students that receive migrant services was 28% (Grade 3), 22% (Grade 4) and 14% (Grade 5).</p> <p>ELA Proficiency for students with disabilities was 0% (Grade 3), 0% (Grade 4) and 17% (Grade 5).</p> <p>Specific contributing factors include a weakness in Subskill 2 - Integration of Knowledge and Ideas and Subskill 1 - Key Ideas and Details. Students in Grd 5 made significantly less learning gains than students in Grd 4 and SWD did not meet proficiency in multiple areas.</p>
<b>State the measurable outcome the school plans to achieve</b>	Increase ELA proficiency, learning gains and low 25% learning gains by a minimum of 3%
<b>Person responsible for monitoring outcome</b>	Susan Jordan (jordansu@collierschools.com)
<b>Evidence-based Strategy</b>	Students will be consistently engaged in learning the Florida Standards for ELA as evidenced by student work samples that demonstrate alignment to grade-level standards.
<b>Rationale for Evidence-based Strategy</b>	Lesson Plans, FSA reports, student work products teacher observation reports, teacher deliberate practice plans and observations during teacher student data chats demonstrate that some ELA instructional practices are not consistently implemented to the expectation of the grade-level standard.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide professional development on delivering rigorous, standards-based instruction.</li> <li>2. Provide coaching and modeling support for ELA instruction and interventions.</li> <li>3. Provide actionable, focused feedback to teachers through observations conducted by administration, coaches and peers.</li> <li>4. Support instructional collaborative planning and ongoing data analysis including the use of success criteria, student evidence of learning and tiered academic and behavioral intervention and enrichment.</li> <li>5. Provide resources and support for teachers to successfully integrate essential instructional elements, collaborative activities, digital learning and experiential based lessons to ensure an appropriate level of instructional rigor and student engagement.</li> <li>6. Conduct PLC Data Chats with teachers, ESE teachers, ELL and resource teachers to monitor student data and plan for instructional adjustments.</li> <li>7. Provide additional support to students through ELL immersion teachers, resource teachers and EL tutors.</li> </ol>

8. Provide additional allocations for ELL immersion and resource teachers at tested grade levels.
9. Provide extended learning opportunities for identified students.
10. Ensure interventions and specifically designed instruction is targeted to meet student academic needs.

**Person  
Responsible**

Holley Holland (hollanho@collierschools.com)

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#2	
<b>Title</b>	Provide rigorous and relevant standards based instruction in Math to increase proficiency and learning gains for all students.
<b>Rationale</b>	<p>Overall Math proficiency continues is low at 42%%.</p> <p>This is a decrease of 6% from the previous year.</p> <p>The percentage of students making gains (40%) decreased 12%.</p> <p>The percentage of students in the lowest 25% (25) making gains decreased 10%</p> <p>Math proficiency for English Language Learners was 47% (Grade 3), 31% (Grade 4) and 24% (Grade 5).</p> <p>Math proficiency for students that receive migrant services was 47% (Grade 3), 31% (Grade 4) and 24% (Grade 5).</p> <p>Math Proficiency for students with disabilities was 42% (Grade 3), 27% (Grade 4) and 11% (Grade 5).</p>
<b>State the measurable outcome the school plans to achieve</b>	Increase Math proficiency, learning gains and low 25% learning gains by a minimum of 3%
<b>Person responsible for monitoring outcome</b>	Susan Jordan (jordansu@collierschools.com)
<b>Evidence-based Strategy</b>	Students will be consistently engaged in learning the Florida Standards for Math as evidenced by student work samples that demonstrate alignment to grade-level standards.
<b>Rationale for Evidence-based Strategy</b>	Lesson Plans, FSA reports, teacher observation reports, student work products, teacher deliberate practice plans and observations during teacher student data chats demonstrate that some Math instructional practices are not consistently implemented to the expectation of the grade-level standard.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide professional development on delivering rigorous, standards-based instruction.</li> <li>2. Provide coaching and modeling support for ELA instruction and interventions.</li> <li>3. Provide actionable, focused feedback to teachers through observations conducted by administration, coaches and peers.</li> <li>4. Support instructional collaborative planning and ongoing data analysis including the use of success criteria, student evidence of learning and tiered academic and behavioral intervention and enrichment.</li> <li>5. Provide resources and support for teachers to successfully integrate essential instructional elements, collaborative activities, digital learning and experiential based lessons to ensure an appropriate level of instructional rigor and student engagement.</li> <li>6. Conduct PLC Data Chats with teachers, ESE teachers, ELL and resource teachers to monitor student data and plan for instructional adjustments.</li> <li>7. Provide additional support to students through ELL immersion teachers, resource teachers and EL tutors.</li> <li>8. Provide additional allocations for ELL immersion and resource teachers at tested grade levels.</li> <li>9. Provide extended learning opportunities for identified students.</li> <li>10. Ensure interventions and specifically designed instruction is targeted to meet student academic needs.</li> </ol>

**Person Responsible** Patricia Duffy (duffyp@collierschools.com)

**#3**

**Title** Provide rigorous and relevant standards based instruction in Science to increase proficiency for all students.

**Rationale** Overall Science proficiency continues is low at 42%%.  
This is a decrease of 6% from the previous year.  
Science proficiency for students that receive migrant services was 22% (Grade 5).  
Science proficiency for students with disabilities was 6% (Grade 5).

**State the measurable outcome the school plans to achieve**

Increase student proficiency in Science by a minimum of 3%

**Person responsible for monitoring outcome**

Susan Jordan (jordansu@collierschools.com)

**Evidence-based Strategy**

Students need to be consistently engaged in learning the Florida Standards for Science as evidenced by student work samples that demonstrate alignment to grade-level standards.

**Rationale for Evidence-based Strategy**

Lesson Plans, FSA reports, teacher observation reports, student work products, teacher deliberate practice plans and observations during teacher student data chats demonstrate that some Science instructional practices are not consistently implemented at the expectation of the grade-level standards.

**Action Step**

**Description**

1. Provide professional development on delivering rigorous, standards-based instruction.
2. Provide coaching and modeling support for ELA instruction and interventions.
3. Provide actionable, focused feedback to teachers through observations conducted by administration, coaches and peers.
4. Support instructional collaborative planning and ongoing data analysis including the use of success criteria, student evidence of learning and tiered academic and behavioral intervention and enrichment.
5. Provide resources and support for teachers to successfully integrate essential instructional elements, collaborative activities, digital learning and experiential based lessons to ensure an appropriate level of instructional rigor and student engagement.
6. Conduct PLC Data Chats with teachers, ESE teachers, ELL and resource teachers to monitor student data and plan for instructional adjustments.
7. Provide additional support to students through ELL immersion teachers, resource teachers and EL tutors.
8. Provide additional allocations for ELL immersion and resource teachers at tested grade levels.
9. Provide extended learning opportunities for identified students.

**Person Responsible**

Christine Gray (graych@collierschools.com)

**Additional Schoolwide Improvement Priorities (optional)**



**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

#### Parent and Family Engagement

Pinecrest will provide opportunities for parents and families to engage in activities and learn how to provide academic support for their children at home.

1. Conduct regular training programs to support parents as they learn English, use technology and learn activities to use at home with their children.
2. Host Title I parent institutes on campus during a variety of days and times to best meet the needs of parents.
3. Conduct parent involvement workshops with staff to support our work with our parent population.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

PFEP Uploaded

#### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

All schools implement Social Emotional Learning (SEL) priorities to focus on student sense of belonging and connectedness, safety, mental well-being, social awareness and a safe, supportive learning environment. These initiatives and practices include counseling, social work services, surveys attendance support and check ins with new students on a documented timeline.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school. At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. Before school begins the schools hold an Open House. The students and parents visit classrooms, tour the school, cafeteria and media center. This helps with the transition to school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day VPK/child care classes. These prekindergarten programs are



provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

In addition to Kindergarten readiness our school provides transition activities for 5th grader moving to middle school. Students have school tours, parent nights and visitors to the 5th grade classes. Each year in May, the District schedules a 5th to 6th Grade Student Articulation Visit. On the evening before the visit, a parent night is scheduled for parents of rising 6th graders.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are held to discuss program needs, issues and coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services.

Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical education.

Title IX, LEA, Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster strong home/school connections.

Title I, Parts A and C and Title II, Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I, Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches to support lowest performing schools.

Title II, Part A and IDEA fund exam reimbursements to ensure staff meet certification requirements.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Fifth grade students take a career interest assessment each year and save this in their iPortfolio. Fifth grade students participate in a career day and visit local colleges and career/technical education centers as they explore possible career choices.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	<b>Areas of Focus: Provide rigorous and relevant standards based instruction in ELA to increase proficiency and learning gains for all students.</b>				<b>\$1,528,985.88</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	1.0	\$50,998.00
			<i>Notes: Provide intensive remediation for students scoring within the first quartile in reading and math based on FSA and quarterly benchmark assessments. Resource teacher may also work with students in other core areas as needed.</i>			
	5100	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$4,320.00
			<i>Notes: Benefits - Retirement (8.47%) Resource teacher</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$3,901.00
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Resource teacher</i>			
	5100	231-Health and Hospitalization	0161 - Pinecrest Elementary School	UniSIG		\$8,500.00
			<i>Notes: Benefits - Group Health Insurance Resource teacher</i>			
	5100	232-Life Insurance	0161 - Pinecrest Elementary School	UniSIG		\$65.00
			<i>Notes: Benefits - Life Insurance Resource teacher</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$255.00
			<i>Notes: Benefits - Workers Compensation (.50%) Resource teacher</i>			
	5100	150-Aides	0161 - Pinecrest Elementary School	UniSIG	1.0	\$17,802.00
			<i>Notes: Salaries - EL tutor (Spanish) to work with small groups of EL students with a DUESS date of less than two years.</i>			
	5100	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$1,508.00
			<i>Notes: Benefits - Retirement (8.47%) EL tutor (Spanish)</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$1,362.00
			<i>Notes: Benefits - Social Security/Medicare (7.65%) EL tutor (Spanish)</i>			
	5100	231-Health and Hospitalization	0161 - Pinecrest Elementary School	UniSIG		\$8,500.00
			<i>Notes: Benefits - Group Health Insurance EL tutor (Spanish)</i>			

	5100	232-Life Insurance	0161 - Pinecrest Elementary School	UniSIG		\$65.00
			<i>Notes: Benefits - Life Insurance EL tutor (Spanish)</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$89.00
			<i>Notes: Benefits - Workers Compensation (.50%) EL tutor (Spanish)</i>			
	5100	150-Aides	0161 - Pinecrest Elementary School	UniSIG	1.0	\$17,802.00
			<i>Notes: Salaries - EL tutor (Creole) to work with small groups of EL students with a DUESS date of less than two years.</i>			
	5100	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$1,508.00
			<i>Notes: Benefits - Retirement (8.47%) EL tutor (Creole)</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$1,362.00
			<i>Notes: Benefits - Social Security/Medicare (7.65%) EL tutor (Creole)</i>			
	5100	231-Health and Hospitalization	0161 - Pinecrest Elementary School	UniSIG		\$8,500.00
			<i>Notes: Benefits - Group Health Insurance EL tutor (Creole)</i>			
	5100	232-Life Insurance	0161 - Pinecrest Elementary School	UniSIG		\$65.00
			<i>Notes: Benefits - Life Insurance EL tutor (Creole)</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$89.00
			<i>Notes: Benefits - Workers Compensation (.50%) EL tutor (Creole)</i>			
	5100	622-Audio Visual Materials Non-Capitalized	0161 - Pinecrest Elementary School	UniSIG		\$1,781.15
			<i>Notes: Listening library with fluency CD's Set I (3 @ \$215 ea), Sight word songs flip chart &amp; CD (17 @ \$20.24 ea), Listening library with fluency CD's Set II (3 @ \$215 ea) (S/H \$147.07)</i>			
	6400	310-Professional and Technical Services	0161 - Pinecrest Elementary School	UniSIG		\$9,600.00
			<i>Notes: School Based Consulting Model standards based writing instruction with students in Grades 3 and 4. The lesson will be modeled in class and video taped. The consultant will work with small groups of teachers to observe the instruction and plan their own writing instruction. (Eight 1/2 day sessions for each grade level @ \$1,200 ea) "</i>			
	5100	510-Supplies	0161 - Pinecrest Elementary School	UniSIG		\$67,128.99
			<i>Notes: Guided reading short reads class sets will increase access to on-grade level text during Tier I instruction (4 @ \$2,999 ea + S/H \$1,079.64 Reading Horizon Discovery Little Book Bundles for Grades K (includes 5 sets of 20 books + teacher's edition 8 @ \$299 ea), (Flip charts 8 sets @ \$60 ea) + (S/H \$244) Reading Horizon Discovery Little Book Bundle for Grades 1-3) (includes 5 sets of 54 books + teacher's edition (8 @ \$789 ea), (Grade 1 spelling supplement + teachers resource manual 8 @ \$249 ea), (Flip charts 8 sets @ \$60 ea) + (S/H \$747) Classroom bundle includes fiction and nonfiction (4 @ \$858 ea), Discover Alphabet and Blends flip charts Grade 1 (8 @ \$60 ea), kindergarten (8 @ \$60 ea) Okapi Take Home Books (all levels-each set = 1 copy of 140 books, 26 tchrs plus EL resource in grades 1-3, 6 sets per teacher) (156 sets @ \$81 ea) Flying Start to Literacy early emergent vocabulary starter sets (9 @ \$180 ea + S/H \$97.20) Listening library paperback book collection (6 @ \$215 ea) Sight word songs flip chart (17 @ \$20.24 ea + \$147.07 S/H) Ready Writing Instruction Grade 4 student book (120 @ \$13 ea) Ready Writing Instruction Grade 4 teacher resource book (5 @ \$30 ea) Ready Writing Instruction Grade 5 student book (160 @</i>			

			\$13 ea) Ready Writing Instruction Grade 5 teacher resource book (7 @ \$30 ea + \$400 S/H) Wordly Wise 3000 class sets (includes TRP cards, and 25 student workbooks) Grades 3-5 20 sets @ \$299 ea Mini-Q class set student books (30) with teacher resource binder (14 @ \$750 ea),			
	5100	644-Computer Hardware Non-Capitalized	0161 - Pinecrest Elementary School	UniSIG		\$36,772.00
			Notes: Computer hardware - Laptops to provide additional access to digital learning components of reading and math curriculum (Provide laptops for grade 4 and an additional small group set for each grade 3 classes) 57 laptops @ \$643 ea + \$121 S/H) Charges may occur in other core content areas as needed.			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0161 - Pinecrest Elementary School	UniSIG		\$1,575.00
			Notes: Technology related equipment - laptop carts (5 @ \$314.92 ea) Charges may occur in other core content areas as needed.			
	5900	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	1.13	\$65,520.00
			Notes: Salaries - Teachers conducting After School Intervention program (24 teachers x 2 days/wk x 1.5 hr/day x 26 weeks x \$35/hr) Teachers may also work with students in other core content areas as needed.			
	5900	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$5,550.00
			Notes: Benefits - Retirement (8.47%) teachers conducting after school program			
	5900	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$5,012.00
			Notes: Benefits - Social Security/Medicare (7.65%) teachers conducting after school program			
	5900	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$328.00
			Notes: Benefits - Workers Compensation (.50%) teachers conducting after school program			
	6300	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.35	\$20,480.00
			Notes: Salaries - teachers participating in curriculum writing (instructional planning for grades K-5 outside of contract time with the support of instructional coaches)(Teachers/coaches - 64 teachers x 16 hours x \$20/hr) Instructional planning may also occur in other core content areas as needed.			
	6300	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$1,735.00
			Notes: Benefits - Retirement (8.47%) teachers participating curriculum writing			
	6300	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$1,567.00
			Notes: Benefits - Social Security/Medicare (7.65%) teachers participating in curriculum writing			
	6300	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$102.00
			Notes: Benefits - Workers Compensation (.50%) teachers participating in curriculum writing			
	7800	790-Miscellaneous Expenses	0161 - Pinecrest Elementary School	UniSIG		\$4,224.00
			Notes: Transportation for students participating in after school programs (2 buses x 2 hrs/day x \$22/hr x 48 days) Charges may occur in other core content areas as needed.			

	5900	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.05	\$3,150.00
			<i>Notes: Salaries - ELL teachers conducting Saturday School Intervention program (3 teachers x 6 hrs/day x 5 weeks x \$35/hr) Teachers may also work with students in other core content areas as needed.</i>			
	5900	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$267.00
			<i>Notes: Benefits - Retirement (8.47%) ELL teachers conducting Saturday program</i>			
	5900	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$241.00
			<i>Notes: Benefits - Social Security/Medicare (7.65%) ELL teachers conducting Saturday program</i>			
	5900	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$16.00
			<i>Notes: Benefits - Workers Compensation (.50%) ELL teachers conducting Saturday program</i>			
	5100	369-Technology-Related Rentals	0161 - Pinecrest Elementary School	UniSIG		\$1,800.00
			<i>Notes: Web-based license fees - GradeCam (Allows teachers to develop formative assessment in all content areas &amp; make instructional adjustment based on student evidence of learning.) (600 licenses @ \$3 each),</i>			
	5100	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	SIG 1003	0.09	\$5,034.24
			<i>Notes: Salaries - Non-Administrative Personnel - Resource teacher (summer) (1 @ 5.75 hrs per day X \$46.08/hr x 19 days) (includes 18 student days and one training day) (PCR)</i>			
	5100	120-Classroom Teachers	0161 - Pinecrest Elementary School	SIG 1003	1.07	\$60,410.88
			<i>Notes: Salaries for Summer Program-Extended Learning</i>			
	5100	330-Travel	0161 - Pinecrest Elementary School	SIG 1003		\$16,500.00
			<i>Notes: Field Trip Expenses</i>			
	5100	369-Technology-Related Rentals	0161 - Pinecrest Elementary School	SIG 1003		\$7,799.00
			<i>Notes: Technology related web based licence fees</i>			
	5100	510-Supplies	0161 - Pinecrest Elementary School	SIG 1003		\$30,658.83
			<i>Notes: Supplies and Materials</i>			
	5100	519-Technology-Related Supplies	0161 - Pinecrest Elementary School	SIG 1003		\$9,496.00
			<i>Notes: Technology Related Supplies</i>			
	5100	644-Computer Hardware Non-Capitalized	0161 - Pinecrest Elementary School	SIG 1003		\$41,925.00
			<i>Notes: Computer Hardware - laptops</i>			
	5100	622-Audio Visual Materials Non-Capitalized	0161 - Pinecrest Elementary School	SIG 1003		\$602.00
			<i>Notes: Posters - Talking Teamwork</i>			

	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0161 - Pinecrest Elementary School	SIG 1003		\$1,928.00
			<i>Notes: Tech related equipment laptop carts</i>			
	5900	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	SIG 1003	0.26	\$13,824.00
			<i>Notes: salaries - Saturday Extended Learning Program</i>			
	5900	210-Retirement	0161 - Pinecrest Elementary School	SIG 1003		\$1,170.89
			<i>Notes: Benefits - Retirement</i>			
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	SIG 1003	0.5	\$28,248.00
			<i>Notes: Salaries - Non-Administrative Personnel - Coach (Academic) .5 (PCR)</i>			
	6400	310-Professional and Technical Services	0161 - Pinecrest Elementary School	SIG 1003		\$23,000.00
			<i>Notes: Consultants Professional Learning</i>			
	6400	330-Travel	0161 - Pinecrest Elementary School	SIG 1003		\$7,825.00
			<i>Notes: Travel for Professional Learning</i>			
	6400	310-Professional and Technical Services	0161 - Pinecrest Elementary School	SIG 1003		\$1,748.00
			<i>Notes: University of Chicago 5 Essentials Survey</i>			
	6400	369-Technology-Related Rentals	0161 - Pinecrest Elementary School	SIG 1003		\$6,180.00
			<i>Notes: Web based Licenses for Professional Learning</i>			
	6400	510-Supplies	0161 - Pinecrest Elementary School	SIG 1003		\$5,250.00
			<i>Notes: Professional Learning Training Materials</i>			
	6400	750-Other Personal Services	0161 - Pinecrest Elementary School	SIG 1003		\$20,640.00
			<i>Notes: Substitute Teachers for planning and on-site professional learning</i>			
	6400	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$438.62
			<i>Notes: Benefits- Medicare (1.45%) Subs (PCR)</i>			
	7300	110-Administrators	0161 - Pinecrest Elementary School	SIG 1003	0.11	\$10,793.25
			<i>Notes: Administrative Personnel Principal (summer) (1 @ 6.5 hrs per day x \$61.50/hr X19 days) (includes one training day) and 1 administrator @ 6.5 hrs per day X 61.50/hr X 8 days (PCR)</i>			
	7730	330-Travel	0161 - Pinecrest Elementary School	SIG 1003		\$13,063.00
			<i>Notes: Travel for Professional Learning Administrators</i>			
	7800	790-Miscellaneous Expenses	0161 - Pinecrest Elementary School	SIG 1003		\$6,000.00

			<i>Notes: Student transportation</i>			
	7730	330-Travel	0161 - Pinecrest Elementary School	SIG 1003		\$13,063.00
			<i>Notes: Travel for Professional Learning Administrators</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$0.00
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Resource teacher</i>			
	7900	390-Other Purchased Services	0161 - Pinecrest Elementary School	SIG 1003		\$1,712.00
			<i>Notes: Custodian Saturday</i>			
	5100	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$170,954.10
			<i>Notes: Resource Teachers</i>			
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$109,173.14
			<i>Notes: Instructional Coaches funded Basic-ELA</i>			
	5100	150-Aides	0161 - Pinecrest Elementary School	Title, I Part A		\$50,143.14
			<i>Notes: Tutors, Classroom Assistants</i>			
	5100	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part C		\$265,691.70
			<i>Notes: Resource Teachers funded Migrant - ELA</i>			
	5100	150-Aides	0161 - Pinecrest Elementary School	Title, I Part C		\$137,748.69
			<i>Notes: Tutors Classroom ,Assistants funded Migrant</i>			
	5100	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part C		\$3,703.46
			<i>Notes: Supplies and Resources for Migrant students</i>			
	5100	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$3,479.58
			<i>Notes: Supplies and Materials for students to facilitate the educational program</i>			
	5900	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$3,068.76
			<i>Notes: Before/After School Instructional</i>			
	5900	150-Aides	0161 - Pinecrest Elementary School	Title, I Part A		\$2,833.87
			<i>Notes: Before/After School Aides/Tutors</i>			
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Pre-extension for coaches data analysis</i>			
	7300	160-Other Support Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$1,500.00

			<i>Notes: Clerical After School - Saturday</i>			
	6400	310-Professional and Technical Services	0161 - Pinecrest Elementary School	Title, I Part A		\$8,000.00
			<i>Notes: Consultant</i>			
	5100	210-Retirement	0161 - Pinecrest Elementary School	SIG 1003		\$426.40
			<i>Notes: Benefits - Retirement (8.47%) Resource tchr - summer (PCR)</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$385.12
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Resource tchr - summer (PCR)</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$25.17
			<i>Notes: Benefits - Workers Compensation (.50%) Resource tchr - summer (PCR)</i>			
	5100	210-Retirement	0161 - Pinecrest Elementary School	SIG 1003		\$5,116.80
			<i>Notes: Benefits - Retirement (8.47%) tchrs - summer (PCR)</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$4,621.43
			<i>Notes: Benefits - Social Security/Medicare (7.65%) tchrs - summer (PCR)</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$302.05
			<i>Notes: Benefits - Workers Compensation (.50%) tchrs - summer (PCR)</i>			
	5100	150-Aides	0161 - Pinecrest Elementary School	SIG 1003	0.22	\$5,436.72
			<i>Notes: Salaries - Non-Administrative Personnel - tutors/classroom assistant (summer) (2 tutors, 1 classroom assistant @ 6 hrs per day x \$16.78/hr x 18 days) (PCR)</i>			
	5100	210-Retirement	0161 - Pinecrest Elementary School	SIG 1003		\$460.49
			<i>Notes: Benefits - Retirement (8.47%) tutors - summer (PCR)</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$415.91
			<i>Notes: Benefits - SS/Medicare (7.65%) tutors - summer (PCR)</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$27.18
			<i>Notes: Benefits - Workers compensation (.50%) tutors - summer (PCR)</i>			
	5100	310-Professional and Technical Services	0161 - Pinecrest Elementary School	SIG 1003		\$1,000.00
			<i>Notes: Jim Mckenna consultant</i>			
	5100	210-Retirement	0161 - Pinecrest Elementary School	SIG 1003		\$426.40
			<i>Notes: Benefits - Retirement (8.47%) Resource tchr - summer (PCR)</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$385.12



			<i>Notes: Benefits - Social Security/Medicare (7.65%) Resource tchr - summer (PCR)</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$25.17
			<i>Notes: Benefits - Workers Compensation (.50%) Resource tchr - summer (PCR)</i>			
	5900	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$1,057.54
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Saturday program (PCR)</i>			
	5900	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$69.12
			<i>Notes: Benefits - Workers compensation (.50%) Saturday program (PCR)</i>			
	6400	210-Retirement	0161 - Pinecrest Elementary School	SIG 1003		\$2,392.61
			<i>Notes: Benefits - Retirement (8.47%) Coach (PCR)</i>			
	6400	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$2,160.97
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Coach (PCR)</i>			
	6400	231-Health and Hospitalization	0161 - Pinecrest Elementary School	SIG 1003		\$4,594.50
			<i>Notes: Benefits - Health Insurance (\$9,189) Coach (PCR)</i>			
	6400	232-Life Insurance	0161 - Pinecrest Elementary School	SIG 1003		\$35.00
			<i>Notes: Benefits - Life Insurance (\$70) Coach (PCR)</i>			
	6400	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$141.24
			<i>Notes: Benefits - Workers Compensation (.50%) Coach (PCR)</i>			
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	SIG 1003		\$20,480.00
			<i>Notes: Professional Learning - Reimburse teachers for attending professional development training/workshops (Kagan and Whole Brain Saturday Training 20 staff x 8 hrs x \$20/hr) (Heinemann On-line PD 20 teachers X 30 hours X \$20 per hour) (Reading Horizon's On-line Training 22 teachers X 12 hours X \$20 per hour) (PCR)</i>			
	6400	210-Retirement	0161 - Pinecrest Elementary School	SIG 1003		\$1,734.66
			<i>Notes: Benefits - Retirement (8.47%) Professional learning reim (PCR)</i>			
	6400	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$1,566.72
			<i>Notes: Benefits - SS/Medicare (7.65%) Professional Learning reim (PCR)</i>			
	6400	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$102.40
			<i>Notes: Benefits - WC (.50%) Professional learning reim (PCR)</i>			
	6400	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$151.25
			<i>Notes: Benefits- Workers compensation (.50%) Subs (PCR)</i>			

	7300	210-Retirement	0161 - Pinecrest Elementary School	SIG 1003		\$914.19
			<i>Notes: Benefits - Retirement (8.47%) Prin, Assist Prin - summer (PCR)</i>			
	7300	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$825.68
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Prin, Assist Prin - summer (PCR)</i>			
	7300	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$53.97
			<i>Notes: Benefits - Workers Compensation (.50%) Prin, Assisst Prin - summer (PCR)</i>			
	7300	160-Other Support Personnel	0161 - Pinecrest Elementary School	SIG 1003	0.13	\$5,364.40
			<i>Notes: Administrative Personnel Clerical (summer) (2) Office Manager (6.5 hrs per day x \$24.64/hr X 20 days), Data Entry (6 hrs per dayx 18.01/hr X 20 days) (PCR)</i>			
	7300	210-Retirement	0161 - Pinecrest Elementary School	SIG 1003		\$454.36
			<i>Notes: Benefits - Retirement (8.47%) Clerical - summer (PCR)</i>			
	7300	220-Social Security	0161 - Pinecrest Elementary School	SIG 1003		\$410.38
			<i>Notes: Benefits - Social security/Medicare (7.65%) Clerical - summer (PCR)</i>			
	7300	240-Workers Compensation	0161 - Pinecrest Elementary School	SIG 1003		\$26.82
			<i>Notes: Benefits - Workers Compensation (.50%) Clerical - summer (PCR)</i>			
	6150	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$2,908.22
			<i>Notes: Supplies for parent trainings</i>			
	6150	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$754.34
			<i>Notes: Teachers presenting Saturday workshops for parents</i>			
	6150	160-Other Support Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$309.42
			<i>Notes: Staff for Saturday workshops</i>			
	6150	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$2,908.22
			<i>Notes: Supplies for parent trainings</i>			
	6150	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$754.34
			<i>Notes: Teachers presenting Saturday workshops for parents</i>			
	6150	160-Other Support Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$309.42
			<i>Notes: Staff for Saturday workshops</i>			
	6150	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$2,908.22
			<i>Notes: Supplies for parent trainings</i>			

	6150	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$754.34
			Notes: Teachers presenting Saturday workshops for parents			
	6150	160-Other Support Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$309.42
			Notes: Staff for Saturday workshops			
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title II	0.2	\$16,333.88
			Notes: Reading Coach			
2	III.A.	Areas of Focus: Provide rigorous and relevant standards based instruction in Math to increase proficiency and learning gains for all students.				\$94,977.35
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0161 - Pinecrest Elementary School	UniSIG		\$13,711.16
			Notes: Math Solutions Talk Moves teachers guide for using classroom discussions in Math (6 @ \$73.95 ea + \$46.59 S/H) Math manipulatives (clocks, dice, counters, calendars/weather charts) (\$3,103) TRP math supplemental materials/teacher resource materials (35 @ \$113.25 ea + \$192.52 S/H) Math supplemental materials-Talk Moves Book, teachers guide for classroom discussions in Math (35 @ \$73.95 ea) Math supplemental materials-Tabletop Flipbooks (27 @ \$122 ea + \$79.35 S/H)			
	5100	369-Technology-Related Rentals	0161 - Pinecrest Elementary School	UniSIG		\$7,151.89
			Notes: Merge EduPlatform (provides rigorous and relevant standards based on instruction in Science and Math to increase proficiency) (\$7,151.89)			
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A	1.0	\$74,114.30
			Notes: Math Coach Funded Basic			
3	III.A.	Areas of Focus: Provide rigorous and relevant standards based instruction in Science to increase proficiency for all students.				\$0.00
					Total:	\$1,648,857.97