

Collier County Public Schools

Pinecrest Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	25
Budget to Support Goals	26

Pinecrest Elementary School

313 S 9TH ST, Immokalee, FL 34142

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

Demographics

Principal: Laura Mendicino

Start Date for this Principal: 5/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: D (38%) 2017-18: C (46%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	26

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission - How We Get There

Pinecrest Elementary School will provide a safe learning environment which fosters collaboration, determination, and builds the confidence of all leaders.

Provide the school's vision statement.

Vision: Where We Want to Be

Pinecrest Elementary will engage in positive habits to inspire all stakeholders to be leaders who recognize their strengths and act responsibly to achieve their limitless potential.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mendicino, Laura	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>
Herrera, Melinda	Teacher, ESE	<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. Ensures all IEPs, EPs and 504 plans are in compliance.</p>
Gerber, Cynthia	ELL Compliance Specialist	<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>
Krause, Charles	Math Coach	<p>Math 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>

Name	Position Title	Job Duties and Responsibilities
		<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>
Barber, Sarah	Assistant Principal	<p>As an Assistant Principal, Mrs. Barber works to maintain high student achievement, by providing instructional leadership, working alongside instructional coaches to provide transparent communication to continue improve instructional practices resulting from student data, and building strong relationships with students, families, and staff.</p> <ul style="list-style-type: none"> • Supports in data analysis alongside instructional coaches • Works to support instructional coaches • Provides feedback to teachers to grow as teacher leaders • Works with instructional coaches to implement a sustainable MTSS framework that decreases performances gaps among all subgroups Standards-based Planning, Instruction, and Leadership • Works to schedule co-teacher, resource, intervention, and EL support for students based on data • Works with Reading Coaches to identify content area professional development, grade level support, individual teacher support • Meets with coaches to provide feedback and monitor the effectiveness of coaching support and instructional adjustments • Assists in collaborative planning in ELA to ensure target task alignment, productivity and student work analysis <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Supports district and school wide initiatives: SEL, Leader in Me • Coordinates school wide recognition for students and staff promoting student achievement, accomplishments, and effort • Engages in quarterly Saturday data analysis meetings to coordinate human resources and make needed instructional adjustments building wide • Coordinates and meets with coaches and staff members of students in the MTSS process and plans next steps based on data and feedback
Garafola, Michelle	Assistant Principal	<p>As an Assistant Principal, Ms. Garafola works to maintain high student achievement, by providing instructional leadership, working alongside instructional coaches to provide transparent communication to continue improve instructional practices resulting from student data, and building strong relationships with students, families, and staff.</p> <ul style="list-style-type: none"> • Supports in data analysis alongside instructional coaches • Works to support instructional coaches • Provides feedback to teachers to grow as teacher leaders • Works with instructional coaches to implement a sustainable MTSS framework that decreases performances gaps among all subgroups

Name	Position Title	Job Duties and Responsibilities
		<p>Standards-based Planning, Instruction, and Leadership</p> <ul style="list-style-type: none"> • Works to schedule co-teacher, resource, intervention, and EL support for students based on data • Works with Math Coache to identify content area professional development, grade level support, individual teacher support • Meets with coaches to provide feedback and monitor the effectiveness of coaching support and instructional adjustments • Assists in collaborative planning in Math to ensure target task alignment, productivity and student work analysis <p>Positive Culture and Environment</p> <ul style="list-style-type: none"> • Supports district and school wide initiatives: SEL, Leader in Me • Coordinates school wide recognition for students and staff promoting student achievement, accomplishments, and effort • Engages in quarterly Saturday data analysis meetings to coordinate human resources and make needed instructional adjustments building wide • Coordinates and meets with coaches and staff members of students in the MTSS process and plans next steps based on data and feedback
Cordeiro, Rachael	Reading Coach	<p>As an instructional reading coach, Ms. Cordeiro focuses on maintaining high academic achievement by supporting teachers through planning, coaching, feedback, data monitoring, and making instructional adjustments.</p> <ul style="list-style-type: none"> • Builds content knowledge of grade level teachers • Works with teachers to assist them in understanding how to interpret their student data and determine next instructional steps <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Coordinates and leads ELA Collaborative Planning for 3-5 • Assists grade levels in integrating science and social studies standards when working on informational standards • Ensures core lessons are grade level standards with target task alignment • Provides professional development in phonics instruction, evidenced based vocabulary strategies, and text based writing instruction • Provides feedback and instructional adjustment suggestions based on student work analysis
Sibert, Matthew	Science Coach	<p>As a Science Coach, Mr. Sibert influences academic achievement as he provides tiered support to teachers including Coaching cycles; monitors assessment data for school, especially for students performing in the lowest quartile; and provides professional development for teachers in the area of Leader in Me, Student Engagement, and Classroom Management.</p> <ul style="list-style-type: none"> • Provides professional development and guides teachers' growth in the use of engagement strategies for instruction in Science • Works with teachers to disaggregate data to analyze subgroup performance and provide instructional adjustments to ensure equity of access to grade-level instruction <p>Standards-based Planning, Instruction, and Learning</p> <ul style="list-style-type: none"> • Provides tiered support to teachers including providing professional

Name	Position Title	Job Duties and Responsibilities
		<p>development and one-on-one coaching cycles</p> <ul style="list-style-type: none"> • Provides feedback and instructional adjustment suggestions, including remediation and enrichment, based on nonevaluative classroom observation and student work analysis • Provides ongoing professional development and support in the area of Leader in Me, encouraging colleagues and students alike to find their voice and lead in their areas of strength

Demographic Information

Principal start date

Friday 5/1/2020, Laura Mendicino

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

650

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	87	116	131	116	97	124	0	0	0	0	0	0	0	671
Attendance below 90 percent	24	33	21	15	12	12	0	0	0	0	0	0	0	117
One or more suspensions	0	1	3	2	1	8	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	25	40	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	18	44	0	0	0	0	0	0	0	65
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	0	6	10	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	6	20	12	8	0	0	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 6/17/2021

2020-21 - 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	
Number of students enrolled	87	116	131	116	97	124	0	0	0	0	0	0	0	671
Attendance below 90 percent	24	33	21	15	12	12	0	0	0	0	0	0	0	117
One or more suspensions	0	1	3	2	1	8	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	7	25	40	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide Math assessment	0	0	0	3	18	44	0	0	0	0	0	0	0	65

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	2	0	6	10	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	6	20	12	8	0	0	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

2020-21 - 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	
Number of students enrolled	87	116	131	116	97	124	0	0	0	0	0	0	0	671
Attendance below 90 percent	24	33	21	15	12	12	0	0	0	0	0	0	0	117
One or more suspensions	0	1	3	2	1	8	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	7	25	40	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide Math assessment	0	0	0	3	18	44	0	0	0	0	0	0	0	65

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	2	0	6	10	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	6	20	12	8	0	0	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	60%	57%	35%	61%	56%
ELA Learning Gains				42%	59%	58%	54%	62%	55%
ELA Lowest 25th Percentile				50%	51%	53%	60%	54%	48%
Math Achievement				42%	68%	63%	48%	69%	62%
Math Learning Gains				40%	64%	62%	43%	65%	59%
Math Lowest 25th Percentile				25%	55%	51%	39%	55%	47%
Science Achievement				33%	59%	53%	42%	60%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	61%	-29%	58%	-26%
Cohort Comparison						
04	2021					
	2019	26%	58%	-32%	58%	-32%
Cohort Comparison		-32%				
05	2021					
	2019	27%	60%	-33%	56%	-29%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	68%	-17%	62%	-11%
Cohort Comparison						
04	2021					
	2019	36%	65%	-29%	64%	-28%
Cohort Comparison		-51%				
05	2021					
	2019	30%	67%	-37%	60%	-30%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	56%	-26%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA Grades K-5: iReady Diagnostic assessments were used to monitor and report data below

Math Grades K-2: Unit Assessments were used to monitor and report data below

Math Grades 3-5: Quarterly Benchmark assessments were used to monitor and report data below for the Fall and Winter window. For the Spring window, FSA results will be analyzed.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	19%	38%
	Economically Disadvantaged	4%	19%	38%
	Students With Disabilities	11%	27%	34%
	English Language Learners	3%	17%	24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	22%	68%
	Economically Disadvantaged	9%	25%	55%
	Students With Disabilities	7%	10%	36%
	English Language Learners	5%	7%	17%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5%	21%	50%
	Economically Disadvantaged	5%	22%	49%
	Students With Disabilities	13%	9%	29%
	English Language Learners	6%	23%	37%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19%	38%	84%
	Economically Disadvantaged	16%	36%	79%
	Students With Disabilities	8%	13%	56%
	English Language Learners	5%	10%	63%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	52%	69%
	Economically Disadvantaged	44%	51%	58%
	Students With Disabilities	34%	31%	42%
	English Language Learners	22%	30%	30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59%	53%	NA
	Economically Disadvantaged	59%	51%	NA
	Students With Disabilities	31%	50%	NA
	English Language Learners	44%	38%	NA
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	36%	45%
	Economically Disadvantaged	37%	38%	41%
	Students With Disabilities	15%	32%	36%
	English Language Learners	11%	12%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46%	55%	NA
	Economically Disadvantaged	33%	45%	NA
	Students With Disabilities	31%	50%	NA
	English Language Learners	24%	43%	NA

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	39%	38%
	Economically Disadvantaged	35%	39%	38%
	Students With Disabilities	36%	35%	35%
	English Language Learners	8%	7%	7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	74%	NA
	Economically Disadvantaged	55%	73%	NA
	Students With Disabilities	50%	68%	NA
	English Language Learners	15%	29%	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	34%	NA
	Economically Disadvantaged	21%	34%	NA
	Students With Disabilities	50%	38%	NA
	English Language Learners	8%	7%	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	66	82	55	90	80	17				
ELL	40	56	78	58	88	83	40				
BLK	30	46		49	69		46				
HSP	47	55	75	63	91	94	44				
FRL	44	54	73	60	86	86	43				
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					
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
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	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?**ELA**

- Grade 3 performed the lowest gains in Subskill 3 Integration of Knowledge and Ideas (FY 19 36 to FY 21 41).
- Grade 4 performed the lowest gains on Subskill 1- Key Ideas and Details (FY 19 36 and FY21 40).
- Grade 5 performed the lowest gains on Subskill 1 –Key Ideas and Details (FY19 34 and FY21 50).
- Although Key Ideas and Details is our lowest scoring we have seen significant improvement in this subskill.

Math

- Grade 3 showed a regression in Subskill 1- Operations, Algebraic Thinking, and Numbers in Base Ten (FY19 67 to FY21 63)
- Grade 4 showed the lowest gains in Subskill 4- Measurement, Data and Geometry (FY19 46 to FY21 46)
- Grade 5 showed the lowest gains in Subskill 1- Operations, Algebraic Thinking and Fractions
- Grade 5 showed a regression in Subtest 1 Nature of Science (FY 19 54% to FY21 52%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

- Black subgroup had the lowest average performance when looking at the proficiency gap between school and district with the grade 4 subgroup being -16 ELA and -16 Math
- ELA low performance within our Non-SWD Subgroup

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

- Increase fluid scheduling of MTSS shifts within the Tiers
- Adjust focus for Resource and Tutor supports to include small group remediation and acceleration
- Continue to build the capacity of instructional staff when teaching to the complexity of the standards

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**ELA**

- Grade 3 showed the most improved scores in Subskill 1- Key Ideas and Details (FY 19 37 to FY21 51).
- Grade 4 showed the most improved scores in Subskill 5- Writing (FY 19 42 to FY21 53).
- Grade 5 showed the most improved scores in Subskill 1- Key Ideas and Details (FY19 34 to FY 21 50).

Math

- Grade 3 showed the greatest growth in Subskill 2- Numbers and Operations, Fractions (FY19 54 to FY21 66)
- Grade 4 showed the greatest growth in Subskill 3- Numbers and Operations, Fractions (Fy19 40 to FY21 47)
- Grade 5 showed the greatest growth in Subskill 2- Numbers and Operations in Base Ten

Science

- Grade 5 showed the most improvement in Subtest 4 Life Science (FY 19 59% to FY 21 68%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

- Intentional focus on standards-based planning and follow-up conducted by academic coaches and administration which included intentional and actionable feedback
- Revamping of the Building Leadership Team to include highly effective Coaches
- Shifting the focus of Collaborative Planning from 'what' to teach (materials, pages, etc) to 'how' does effective teaching look (strategies, questioning, student tasks, ect.)

What strategies will need to be implemented in order to accelerate learning?

- Continued intentional focus on Key Ideas and Details during collaborative planning as well as a spiral review
- Intentional scheduling and support of L25% and Grade 5 Black students in grades 4 and 5 in our Accelerate After School Program
- Integrating Science grade 3 and 4 questions as a launch of each lesson
- Intentional focus of Nature of Science throughout the year, focusing on vocabulary and comprehending the text.
- Strategies to authentically and cognitively engage students, moving from teacher-centered to student-centered learning
- Build the belief in students and staff that our students can achieve

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Continued focus on building the effectiveness of Collaborative Planning
- Professional Learning focused on authentic and cognitive engagement strategies such as Whole Brain Teaching and Kagan
- Focus on Culture, Academics and Leadership through Leader in Me

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Build intentional systems school-wide to ensure sustainability for future success

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Grade 3 performed the lowest in Subskill 3 Integration of Knowledge and Ideas (FY 19 36 to FY 21 41). In addition, Subskill 4- Language and Editing decreased (FY19 73 to FY21 67) from FSA '19 to FSA '21.</p> <p>Grade 4 performed the lowest on Subskill 1- Key Ideas and Details (FY 19 36 and FY21 40). In addition, Subskill 4 Language and Editing (FY 19 72 to FY 21 65) decreased from FSA '19 to FSA '21.</p> <p>Grade 5 performed the lowest on Subskill 1 –Key Ideas and Details (FY19 34 and FY21 50). In addition, Subskill 2 Craft and Structure (FY 19 56 to FY 21 52) decreased from FSA '19 to FSA '21.</p> <p>Although Key Ideas and Details is our lowest scoring we have seen significant improvement in this subskill.</p> <p>Continued intentional focus on Key Ideas and Details during collaborative planning as well as a spiral review.</p>
Measurable Outcome:	<p>PCR will increase ELA proficiency by 4%, as evidenced by FY22 Florida Standards Assessments (FSA), by implementing a school-wide intentional focus on benchmark/standard-aligned instruction and questioning.</p> <p>The implementation of benchmark/standard-aligned instruction and questioning will be observed daily and specific feedback will be provided.</p>
Monitoring:	<p>Weekly standards-based reading assessment (grade level and classroom specific) data will be shared with staff. Students will track their data to determine if their Lead Measures are positively impacting their learning. Students will adjust their Lead Measures and goals throughout the year.</p> <p>Quarterly CCPS Benchmark Assessments will be analyzed and supports will be adjusted as needed based on the outcome of the data.</p>
Person responsible for monitoring outcome:	<p>Sarah Barber (barbersa@collierschools.com)</p>
Evidence-based Strategy:	<p>The school will continue implementing a comprehensive approach to teaching English Language Arts through careful monitoring, data tracking, early intervention, extended school learning opportunities for students, and job-embedded professional development for staff.</p>
Rationale for Evidence-based Strategy:	<p>To increase overall English Language Arts proficiency, it takes a comprehensive approach to achieve this aim. Job-embedded professional development increases the capacity of all educators through tailored, high leverage instructional techniques with a focus on inference, elaboration, and summarizing through opportunities of student collaborative discourse and writing.</p> <p>Monitoring, data tracking, and early intervention align with the continued development of a system of formative assessment to allow the school personnel to be able to use data related to students' progression through standards to make sound instructional adjustments to ensure learning gains for all students.</p>

Action Steps to Implement

Continued Implementation of Leader in Me and 4 Disciplines of Execution to support student and staff accountability in standards-based learning and achievement.

Person Responsible Laura Mendicino (mendicla@collierschools.com)

Data chats and progress monitoring with teachers and students. Students and teachers will set, track and monitor progress toward meeting goals through a system of empowering individuals. Soar Partners will be assigned to support students struggling with both academic and leadership success.

Person Responsible Sarah Barber (barbersa@collierschools.com)

Academic Success Academy will be hosted on Saturdays with a focus of on grade level Math, Reading, Writing and Science instruction.

Person Responsible Michelle Garafola (garafm1@collierschools.com)

Targeted, job-embedded professional development relevant to B.E.S.T. Standards and highly impactful instructional strategies focusing on student engagement and student accountability.

Person Responsible Rachael Cordeiro (corder@collierschools.com)

Weekly intermediate collaborative planning sessions led by the 3-5 Reading Coach. The focus will continue to be on the "how" of instruction, not "what" will be used to instruct the standards.

Person Responsible Rachael Cordeiro (corder@collierschools.com)

Weekly primary collaborative planning sessions led by the K-2 Reading Coach. The focus will continue to be on the "how" of instruction, not what will be used to instruct the standards.

Person Responsible Martha Soto (sotoma@collierschools.com)

Host multiples after school academies targeting subgroups based on achievement needs.

Person Responsible Sarah Barber (barbersa@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>Grade 3 showed a regression in Subskill 1- Operations, Algebraic Thinking, and Numbers in Base Ten (FY19 67 to FY21 63).</p> <p>Grade 4 showed the lowest gains in Subskill 4- Measurement, Data and Geometry (FY19 46 to FY21 46).</p> <p>Grade 5 showed the lowest gains in Subskill 1- Operations, Algebraic Thinking and Fractions.</p>
Measurable Outcome:	<p>PCR will increase Math proficiency by 4%, as evidenced by FY22 Florida Standards Assessments (FSA), by implementing a school-wide intentional focus on benchmark/standard-aligned instruction and questioning.</p> <p>The implementation of benchmark/standard-aligned instruction and questioning will be observed daily and specific feedback will be provided.</p>
Monitoring:	<p>Weekly Waggle school-wide, grade level and classroom specific data will be shared with staff. Students will track their data to determine if their Lead Measures are positively impacting their learning. Students will adjust their Lead Measures and goals throughout the year.</p> <p>Quarterly CCPS Benchmark Assessments will be analyzed and supports will be adjusted as needed based on the outcome of the data.</p>
Person responsible for monitoring outcome:	Michelle Garafola (garafm1@collierschools.com)
Evidence-based Strategy:	The school will continue implementing a comprehensive approach to teaching Math through careful monitoring, data tracking, early intervention, extended school learning opportunities for students, and job-embedded professional development for staff.
Rationale for Evidence-based Strategy:	<p>To increase overall Math proficiency, it takes a comprehensive approach to achieve this aim. Job-embedded professional development increases the capacity of all educators through learning opportunities which are tailored to high leverage instructional techniques.</p> <p>Monitoring, data tracking, and early intervention align with the continued development of a system of formative assessment to allow the school personnel to be able to use data related to students' progression through standards to make sound instructional adjustments to ensure learning gains for all students.</p>

Action Steps to Implement

Targeted, job-embedded professional development on delivery of benchmark/standards aligned instruction and high leverage strategies.

Person Responsible Charles Krause (krausech@collierschools.com)

Data chats and progress monitoring with teachers and students. Students and teachers will set, track and monitor progress towards meeting goals through a system of empowering individuals. Soar Partners will be assigned to support students struggling with both academic and leadership success.

Person Responsible Michelle Garafola (garafm1@collierschools.com)

Weekly collaborative planning sessions led by the math coach. The focus of planning will continue to be on the "how" of teaching the standards and not what is being used as far as materials.

Person Responsible Charles Krause (krausech@collierschools.com)

#3. Leadership specifically relating to Leadership Development

Area of Focus Pinecrest lags behind other Leader in Me schools in the area of Leadership for all stakeholders. As of the end of the 2020-2021 school year, Pinecrest has 1 Staff Lighthouse Team, 6 Student Leadership Teams and 1 Parent Lighthouse Team.

Description and Rationale:

Measurable Outcome: Pinecrest will increase leadership opportunities for all stakeholders by implementing Staff Action Teams, Student Leadership Teams and Parent Action Teams.

Daily stakeholders will work on their action steps relevant to their Action Teams.

Monitoring: Monthly stakeholders will meet as a team, report out their progress and continue to work toward their end in mind relevant to their Action Team's Gantt Chart.

Person responsible for monitoring outcome: Laura Mendicino (mendicla@collierschools.com)

Evidence-based Strategy: The school will implement a comprehensive approach to developing leaders in all stakeholders by utilizing Covey's See-Do-Get model and Lighthouse Organizational Flow Chart and Rubric.

Rationale for Evidence-based Strategy: To increase leadership development in all stakeholders, it takes a comprehensive approach to developing a school-wide system. Covey's frameworks are a comprehensive approach to achieve this goal across all groups of stakeholders and provides equitable opportunities for leadership and a shared voice.

Action Steps to Implement

Implementation of the Lighthouse Organizational Flow Chart for Staff, Student and Parent Leadership.

Person Responsible Laura Mendicino (mendicla@collierschools.com)

Implementation of Student Leadership Teams to increase student collaboration and communication, student choice, student voice and student leadership.

Person Responsible Laura Mendicino (mendicla@collierschools.com)

Professional Development sessions relevant to leadership development. This may include 7 Habits Training, Lighthouse Training, Leader in Me Coaching, etc.

Person Responsible Laura Mendicino (mendicla@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Incident Ranking:

Compared to the state, Pinecrest is consider a school with low incidents. Pinecrest is ranked 411 our of 1,395 elementary schools statewide and 13th of 27 elementary schools in Collier County.

Pinecrest reported 0.3 incidents per 100 students which is below the 1.0 per 100 student statewide elementary incident rate.

Suspension Information:

Compared to the state, Pinecrest is consider a moderately ranked school when it comes to suspensions. Pinecrest is ranked 672 our of 1,395 elementary schools statewide and 14th of 126 in Collier County.

Pinecrest reported 2.0 suspensions per 100 students with a total of 15 suspensions.

Monitoring and Support:

Pinecrest is implementing The Leader in Me and the 7 Habits of Highly Effective Kids. This 'whole child approach' to education shifts the learning environment to one of ownership and pride. By using the language of leadership, monitoring data week and holding student behavior chats, and connecting with parents, our incident and suspension data should continue to decrease.

In addition, Soar Partners will be utilized to support students with behavior concerns 1:1 in the classroom. These staff members will utilize effective behavioral and instructional strategies to support the student in remaining in the classroom.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

All CCPS 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 our daily Connect for Success sessions, counseling, social work services, surveys, attendance support and check-ins with new students on a documented timeline.

In addition, Pinecrest follows the Leader in Me framework to ensure a positive school culture by implementing leadership opportunities for all stakeholders. Staff, parents, and students will be a part of a lighthouse team to provide all stakeholders a voice in the decision making process leading to a collaborative and positive school environment. In addition to leadership opportunities, we will recognize and celebrate individual success of staff and students monthly.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Every staff member will be a part of an action team. The action teams will be broken into three categories based on the Leader in Me framework: leadership, culture, and academics.

Leadership: Professional Development and Student Leadership Roles

Culture: Campus Beautification, Staff Recruitment and Retention, and Student Led Leadership events

Academics: School Wide Celebrations and Student Leadership Notebooks

These action teams will work collaboratively to develop goals and action steps. They will meet monthly to track their teams progress and make adjustments as needed. The students will have the opportunity to join a student leadership team based on their talents and passion. The community members will be a part of the parent lighthouse team and meet monthly, allowing them a part of the decision making process.

Students- Modeling the 5 paradigms beginning with the belief that "change begins with me"

Administration- Implementing intentional school-wide systems which support Leader in Me

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$820,830.95
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	2.0	\$118,335.21
			<i>Notes: Salaries -2 Resource teacher (Sept. 1st to end of contract: 10 year teacher rate)- Will support all subject areas based on academic need (AOF 1-2)</i>			
	5100	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$12,572.32
			<i>Notes: Benefits - Retirement (10.82%) Res tchr</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$8,888.93
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Res tchr</i>			
	5100	231-Health and Hospitalization	0161 - Pinecrest Elementary School	UniSIG		\$19,362.00
			<i>Notes: Benefits - Group health insurance Res tchr</i>			
	5100	232-Life Insurance	0161 - Pinecrest Elementary School	UniSIG		\$140.00

			<i>Notes: Benefits - Life insurance Res tchr</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$464.78
			<i>Notes: Benefits - Workers Compensation (.40%) Res tchr</i>			
	5100	150-Aides	0161 - Pinecrest Elementary School	UniSIG	1.0	\$24,546.45
			<i>Notes: Salaries -1 general assistant (budget September 1 through end of contract) Will support all subject areas based on academic need (AOF 1-2)</i>			
	5100	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$2,655.93
			<i>Notes: Benefits - Retirement (10.82%) general assistant</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$1,877.80
			<i>Notes: Benefits - Social Security/Medicare (7.65%) general assistant</i>			
	5100	231-Health and Hospitalization	0161 - Pinecrest Elementary School	UniSIG		\$9,681.00
			<i>Notes: Benefits - Group health insurance general assistant</i>			
	5100	232-Life Insurance	0161 - Pinecrest Elementary School	UniSIG		\$70.00
			<i>Notes: Benefits - Life insurance general assistant</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$98.19
			<i>Notes: Benefits - Workers Compensation (.40%) general assistant</i>			
	6150	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.01	\$720.00
			<i>Notes: Virtual home lessons (1 hr each X 6 teachers (one per grade level k-5) X 4 quarters X \$30.00 per hour)</i>			
	6150	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$77.90
			<i>Notes: Benefits - Retirement (10.82%) Delivery/Recording</i>			
	5100	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$55.08
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Delivery/Recording</i>			
	5100	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$2.88
			<i>Notes: Benefits - Workers Compensation (.40%) Delivery/Recording</i>			
	6300	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.04	\$2,160.00
			<i>Notes: Curriculum Writing for virtual home lessons (6 teachers X 6 lessons X 30 mins per lesson X \$30 per hour X 4 quarters)</i>			
	6300	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$233.71
			<i>Notes: Benefits - Retirement (10.82%) Curriculum Writing</i>			

	6300	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$165.24
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Curriculum Writing</i>			
	6300	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$8.64
			<i>Notes: Benefits - Workers Compensation (.40%) Curriculum Writing</i>			
	6300	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.49	\$28,620.00
			<i>Notes: Saturday Collaborative Planning (53 teachers X 6 hours per Saturday X 3 Saturdays (1 per quarter) X \$30.00 per hr.</i>			
	6300	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$3,096.68
			<i>Notes: Benefits - Retirement (10.82%) Saturday Collaborative Planning</i>			
	6300	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$2,189.43
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Saturday Collaborative Planning</i>			
	6300	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$114.48
			<i>Notes: Benefits - Workers Compensation (.40%) Saturday Collaborative Planning</i>			
	6400	310-Professional and Technical Services	0161 - Pinecrest Elementary School	UniSIG		\$7,500.00
			<i>Notes: Consultant (whole Brain)- ongoing through year (\$7500)</i>			
	5100	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A	0.95	\$64,578.02
			<i>Notes: .95 Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	150-Aides	0161 - Pinecrest Elementary School	Title, I Part A	3.5	\$138,365.26
			<i>Notes: .95 Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$2,432.95
			<i>Notes: Parent Involvement Supplies - Planners</i>			
	5100	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$15,164.28
			<i>Notes: Instructional and Classroom Supplies</i>			
	5100	519-Technology-Related Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$3,455.32
			<i>Notes: Technology supplies - Ink toner</i>			
	5100	622-Audio Visual Materials Non-Capitalized	0161 - Pinecrest Elementary School	Title, I Part A		\$3,778.34
			<i>Notes: Instructional Posters</i>			

5100	641-Furniture, Fixtures and Equipment Capitalized	0161 - Pinecrest Elementary School	Title, I Part A		\$5,565.00
		<i>Notes: The Bookworm Book Machine</i>			
6400	310-Professional and Technical Services	0161 - Pinecrest Elementary School	Title, I Part A		\$3,000.00
		<i>Notes: LIM Consultant</i>			
6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$2,328.64
		<i>Notes: Staff Dev Salaries for after hours trainings</i>			
6400	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$1,767.40
		<i>Notes: Staff Dev Supplies</i>			
7730	330-Travel	0161 - Pinecrest Elementary School	Title, I Part A		\$1,009.12
		<i>Notes: Staff Dev Travel - Instructional Staff</i>			
5100	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part C	2.95	\$247,531.30
		<i>Notes: Resource Teachers Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
5100	150-Aides	0161 - Pinecrest Elementary School	Title, I Part C	1.45	\$72,667.90
		<i>Notes: ELL Tutors Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
5900	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part C		\$6,479.60
		<i>Notes: Instructional Staff Salary and Benefits - Saturday program</i>			
7300	160-Other Support Personnel	0161 - Pinecrest Elementary School	Title, I Part C		\$625.85
		<i>Notes: Non-instructional (Clerical) Salary and Benefits - Saturday program</i>			
5900	150-Aides	0161 - Pinecrest Elementary School	Title, I Part C		\$1,251.70
		<i>Notes: Non-instructional (Tutor) Salary and Benefits -Saturday program</i>			
5900	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part C		\$1,448.83
		<i>Notes: Saturday program Student Supplies</i>			
7800	790-Miscellaneous Expenses	0161 - Pinecrest Elementary School	Title, I Part C		\$967.50
		<i>Notes: Transportation - Saturday program</i>			
7900	390-Other Purchased Services	0161 - Pinecrest Elementary School	Title, I Part C		\$342.24
		<i>Notes: Custodians- Saturday program</i>			
6300	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part C		\$784.54

			Notes: Curriculum Writing Saturday program			
	6150	519-Technology-Related Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$361.09
			Notes: PI Supplies- Ink			
	6150	160-Other Support Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$476.00
			Notes: Translation Services - Spanish and Creole			
	6150	510-Supplies	0161 - Pinecrest Elementary School	Title, I Part A		\$2,337.42
			Notes: Pi Supplies			
	6150	160-Other Support Personnel	0161 - Pinecrest Elementary School	Title, I Part A		\$476.00
			Notes: Childcare Services			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$174,264.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	Title, I Part A	1.8	\$174,264.00
			Notes: Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70			
3	III.A.	Areas of Focus: Leadership: Leadership Development				\$40,652.57
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.0	\$270.00
			Notes: Pay 1teacher to lead monthly Watch DOGS parent involvement trainings (1 teacher x 1 hour x \$30 per hour x 9 sessions)			
	6150	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$29.21
			Notes: Benefits - Retirement (10.82%) Watch DOGS			
	6150	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$20.66
			Notes: Benefits - Social Security/Medicare (7.65%) Watch DOGS			
	6150	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$1.08
			Notes: Benefits - Workers Compensation (.40%) Watch DOGS			
	6300	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.0	\$135.00
			Notes: Pay 1 staff member to plan for monthly Watch DOGS parent involvement trainings (1 staff x 0.5 hour x \$30 per hour x 9 sessions)			
	6300	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$14.61
			Notes: Benefits - Retirement (10.82%) Watch DOGS			
	6300	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$10.33

			<i>Notes: Benefits - Social Security/Medicare (7.65%) Watch DOGS</i>			
	6300	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$0.54
			<i>Notes: Benefits - Workers Compensation (.40%) Watch DOGS</i>			
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.07	\$4,050.00
			<i>Notes: LIM Lighthouse Team - Teachers attending (15 teachers x 1 hr. x 1 month x 9 months x\$30)- 4 Disciplines of Execution</i>			
	6400	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$438.21
			<i>Notes: Benefits - Retirement (10.82%) LIM Lighthouse Coach Academy</i>			
	6400	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$309.83
			<i>Notes: Benefits - Social Security/Medicare (7.65%) LIM Lighthouse Coach Academy</i>			
	6400	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$16.20
			<i>Notes: Benefits - Workers Compensation (.40%) LIM Lighthouse Coach Academy</i>			
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.16	\$9,540.00
			<i>Notes: Pay staff to attend Core 1 training (53 Instructional staff X 6 hours X \$30.00 per hour)</i>			
	6400	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$1,032.23
			<i>Notes: Benefits - Retirement (10.82%) Core 1 Training</i>			
	6400	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$729.81
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Core 1 Training</i>			
	6400	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$38.16
			<i>Notes: Benefits - Workers Compensation (.40%) Core 1 Training</i>			
	6400	130-Other Certified Instructional Personnel	0161 - Pinecrest Elementary School	UniSIG	0.16	\$9,540.00
			<i>Notes: Pay staff to attend Core 2 training (53 Instructional staff X 6 hours X \$30.00 per hour)</i>			
	6400	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$1,032.23
			<i>Notes: Benefits - Retirement (10.82%) Core 2 Training</i>			
	6400	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$729.81
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Core 2 Training</i>			
	6400	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$38.16
			<i>Notes: Benefits - Workers Compensation (.40%) Core 2 Training</i>			
	6400	310-Professional and Technical Services	0161 - Pinecrest Elementary School	UniSIG		\$3,000.00

			<i>Notes: Leader in Me consultant (full day) to train instructional staff on Core 2 (\$3000)</i>			
	6400	310-Professional and Technical Services	0161 - Pinecrest Elementary School	UniSIG		\$3,000.00
			<i>Notes: Leader in Me consultant (full day) to train instructional staff on Core 1 (\$3000)</i>			
	6400	510-Supplies	0161 - Pinecrest Elementary School	UniSIG		\$517.50
			<i>Notes: Watch D.O.G.S start up kit (\$450 plus S&H)</i>			
	7730	160-Other Support Personnel	0161 - Pinecrest Elementary School	UniSIG	0.1	\$2,590.65
			<i>Notes: Pay staff to attend Core 1 training (15 Non-Instructional staff X 6 hours X \$19.19 per hour x 1.5 hr.(time and a half)</i>			
	7730	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$280.31
			<i>Notes: Benefits - Retirement (10.82%) Core 1 Training</i>			
	7730	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$198.18
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Core 1 Training</i>			
	7730	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$10.36
			<i>Notes: Benefits - Workers Compensation (.40%) Core 1 Training</i>			
	7730	160-Other Support Personnel	0161 - Pinecrest Elementary School	UniSIG	0.1	\$2,590.65
			<i>Notes: Pay staff to attend Core 2 training (15 Non-Instructional staff X 6 hours X \$19.19 per hour x 1.5 hr.(time and a half)</i>			
	7730	210-Retirement	0161 - Pinecrest Elementary School	UniSIG		\$280.31
			<i>Notes: Benefits - Retirement (10.82%) Core 2 Training - Non Instructional</i>			
	7730	220-Social Security	0161 - Pinecrest Elementary School	UniSIG		\$198.18
			<i>Notes: Benefits - Social Security/Medicare (7.65%) Core 2 Training - Non Instructional</i>			
	7730	240-Workers Compensation	0161 - Pinecrest Elementary School	UniSIG		\$10.36
			<i>Notes: Benefits - Workers Compensation (.40%) Core 2 Training - Non Instructional</i>			
Total:						\$1,049,734.55