Pinecrest Academy Space Coast

2021-22 Schoolwide Improvement Plan

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Pinecrest Academy Space Coast

7550 STADIUM PARKWAY, Viera, FL 32940

www.pinecrestspacecoast.com

Demographics

Principal: Sylvia Mijuskovic M

Start Date for this Principal: 8/5/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Brevard 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.

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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)
Combination School KG-8	No	17%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	38%

School Grades History

Year	2020-21
Grade	

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SIP Authority

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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.

Offering children a state-of-the-art education focusing on a rigorous curriculum with an emphasis on STEM (Science, Technology, Engineering and Mathematics) disciplines enhanced by a Spanish dual language program that will create biliterate citizens.

Provide the school's vision statement.

"Creating biliterate thinkers to succeed in a global community."

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
Barringer, Heather	Assistant Principal	Curriculum
Mijuskovic, Sylvia	Principal	School Operations
Hammoud, Wendy	Instructional Coach	Instructional Coach

Demographic Information

Principal start date
Thursday 8/5/2021, Sylvia Mijuskovic M

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.*
1

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.*
0

Total number of teacher positions allocated to the school
32

Total number of students enrolled at the school
591

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
20

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	84	61	55	58	69	67	77	82	41	0	0	0	0	594
Attendance below 90 percent	0	1	4	0	1	0	2	1	3	0	0	0	0	12
One or more suspensions	0	0	0	1	0	0	0	0	2	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	7	8	4	6	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	11	12	3	4	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 8/5/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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					65%	61%		68%	60%
ELA Learning Gains					58%	59%		59%	57%
ELA Lowest 25th Percentile					54%	54%		54%	52%
Math Achievement					67%	62%		67%	61%
Math Learning Gains					62%	59%		61%	58%
Math Lowest 25th Percentile					59%	52%		56%	52%
Science Achievement					62%	56%		63%	57%
Social Studies Achievement					80%	78%		81%	77%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

FSA
IReady

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			41
	Economically Disadvantaged			0
	Students With Disabilities			5
	English Language Learners			1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			43
	Economically Disadvantaged			0
	Students With Disabilities			5
	English Language Learners			3

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			43
	Economically Disadvantaged			0
	Students With Disabilities			5
	English Language Learners			1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			40
	Economically Disadvantaged			0
	Students With Disabilities			3
	English Language Learners			2

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			47
	Economically Disadvantaged			0
	Students With Disabilities			6
	English Language Learners			1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			34
	Economically Disadvantaged			0
	Students With Disabilities			4
	English Language Learners			1
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			0
	Students With Disabilities			4
	English Language Learners			1

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			3
	Students With Disabilities			4
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			1
	Students With Disabilities			6
	English Language Learners			0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			19
	Economically Disadvantaged			0
	Students With Disabilities			1
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			11
	Economically Disadvantaged			0
	Students With Disabilities			1
	English Language Learners			1
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			19
	Economically Disadvantaged			0
	Students With Disabilities			2
	English Language Learners			0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			0

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	61	55		39	36						
ELL	50			100							
ASN	92			92							
HSP	81	58		81	58						
MUL	77	64		57	25						
WHT	76	63	50	69	52	44	50	94	77		
FRL	50	40		40	40						
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**

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

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	
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	75
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	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	70
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	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
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?

Low Language Arts learning gains among the lowest 25% quartile.
Low math learning gains among all students.
Science proficiency scores in grade 5 were lower than the state or district.

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

Upon analysis, our lowest 25% quartile students showed a lower performance in learning gains related to their peers school-wide. This subgroup's Language Arts learning gains were 45%, compared to their peer's 62%.
Our overall math learning gains were slightly less than 50%, and our lowest 25% quartile learning gains were 42%.
Our overall science proficiency rate was less than the district and state. At 44% pass rate in 5th grade and 63% pass rate in 8th grade, our overall proficiency rate was 53%.

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

As a first year school, we opened in the middle of a pandemic which required a large amount of our students to resort to remote learning.
Factors that may have influenced the low 5th grade math and science scores include a lack of standards-based instruction due to our two 5th grade teachers having little to no experience with math and science instruction.
Our 8th grade population consisted of less than 20 students.

As we are a growing school that has doubled in student population, our data has changed to include students who did not attend Pinecrest Spacecoast last year. Our new needs for improvement will include grades 6 and 7 math. Our early warning indicators for level 1 in FSA ELA and Math have also increased significantly.

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

Our 6th, 7th and 8th grade English Language Arts and Math proficiency scores were not only higher than district and state, but also neighboring middle schools. The data that is presented in the school Information part of this SIP includes students that did not attend Pinecrest Spacecoast last year.

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

One of the contributing factors for the success is students had a math class for both term 1 and 2 for an hour and a half everyday. We also had two master teachers teaching 6th grade math, Pre-Algebra, and Algebra.
We assed our students using IReady; and using the data from those assessments, our teachers increased the rigor to enhance student learning and mastery of content. Our focus on standards aligned instruction and tutoring after school are also contributing factors for the improvement of scores.

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

Teachers will incorporate more FSA/EOC level questioning and prioritize the standards to accommodate classroom seat time. In other words, teachers will focus on the priority standards with intensity.
Teachers will continue ongoing progress monitoring to diagnose essential missed learning, and using that data to determine what strategies to use to differentiate lessons.

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.

Teacher leaders will facilitate PD offerings that focus on standards based instruction, differentiation, and data driven lessons.

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

Student work and assessment data will be reviewed regularly during common planning times for the purpose of setting high standards, assessing student learning, determining interventions, and strengthening the use of school-wide instructional practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our overall science proficiency rate was less than the district and state. At 44% pass rate in 5th grade and 63% pass rate in 8th grade, our overall proficiency rate was 53%.
Measurable Outcome:	With a focus on professional learning communities, 65% of 5th grade students will demonstrate proficiency as evidenced by the results of the 2021-2022 state assessment while 70% of our 8th graders will demonstrate proficiency in the Biology EOC.
Monitoring:	Using the Baseline USA Test Prep, teachers will determine the gaps in learning and provide differentiated lessons and activities.
Person responsible for monitoring outcome:	Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)
Evidence-based Strategy:	A professional learning community (PLC) involves much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. Called "the most powerful professional development and change strategy available," PLCs, when done well, lead to reliable growth in student learning. In a nutshell, PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
Rationale for Evidence-based Strategy:	A professional learning community, or PLC, is a group of educators who decide to come together regularly to learn with and from each other on needs they have identified themselves. ... They talk about the value of collaboration and how their PLC has helped them stay connected and supported.Aug 27, 2019

Action Steps to Implement

Engage students in STEM through STEMScopes curriculum and a separate STEAM program offered as a weekly special.

Person Responsible	Wendy Hammoud (whammoud@pinecrestspacecoast.com)

Have the instructional coach attend grade level meetings with teachers to ensure vertical alignment of grades 3-5 science instruction.

Person Responsible	Wendy Hammoud (whammoud@pinecrestspacecoast.com)

Utilize the instructional coach in observing, providing feedback and modeling for new and struggling teachers.

Person Responsible	Wendy Hammoud (whammoud@pinecrestspacecoast.com)

Develop a non-negotiable schedule that requires teachers to meet and plan during common planning periods.

| **Person Responsible** | Heather Barringer (hbarringerc@pinecrestspacecoast.com) |

Develop a meeting schedule that requires grade level chairs to meet with their teams monthly to discuss data, progress monitoring obstacles, best practices and celebrate successes.

| **Person Responsible** | Heather Barringer (hbarringerc@pinecrestspacecoast.com) |

Develop a meeting schedule that requires the leadership team (comprised of all grade level representatives, STEM and Bilingual Coordinator) to meet with administrative team and share information, celebrations and obstacles discussed during their PLC times.

| **Person Responsible** | Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com) |

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Upon analysis, our lowest 25% quartile students schoolwide showed a lower performance in learning gains related to their peers school-wide. This subgroup's Language Arts learning gains were 45%, compared to their peer's 62%. Our overall math learning gains were slightly less than 50%, and our lowest 25% quartile learning gains were 42%.
Measurable Outcome:	With a focus on standards based instruction and small group instruction, 55% of the Math and ELA students in the lowest 25% will demonstrate learning gains as evidenced by the results of the 2022 ELA and Math FSA scores.
Monitoring:	I-Ready data, a predictor of FSA success, will be administered quarterly. Data chats will be held among grade levels, grade level team leaders and administrators. Teachers will utilize the data to create and conduct small group instruction around remediation and enrichment. Administrators will conduct data chats with teachers on how the data is modifying instruction.
Person responsible for monitoring outcome:	Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)
Evidence-based Strategy:	Small group instruction usually follows whole group instruction to reinforce or reteach specific skills and concepts and provides a reduced student-teacher ratio. Small groups typically range in size from four to six students.

1. Personalize Instruction: Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives. In addition, small group instruction allows teachers to check for understanding, reinforce skills presented in whole group instruction, and/or change the pacing of a lesson (i.e., teachers may break down concepts not easily understood or quickly pass though lessons that students clearly understand).

2. Provide Feedback: Small group instruction allows a teacher to monitor student actions more closely and to provide frequent and individualized feedback at point of use to improve specific reading or math skills.

3. Reteach or Preteach: Small group instruction is an opportunity for teachers to provide additional teaching and practice often needed for struggling students to master important skills or understand key concepts (e.g., phonemic awareness skill of manipulating ending sounds, or operations with whole numbers or rational numbers). Through the use of diagnostic assessments, a teacher can determine skills or concepts for which students may need more instructional support. Small group instruction also provides an opportunity for teachers to pre-teach specific vocabulary, challenging text structures, or other prerequisite knowledge to English learners or any students who may experience difficulty in upcoming lessons.

4. Build Confidence Through Collaboration: Small group instruction can provide a comfortable environment and boost the confidence of students who might not otherwise participate in a lesson or activity. Small group instruction encourages teamwork as everyone in the group is working toward achieving the same goal. |

Rationale for Evidence-based Strategy:	Research has shown that unless students are provided additional instruction to fill learning gaps, the chances of achieving grade level standards is challenged. Of great importance is the ability to also target the enrichment students through this strategy, as often times, the remediation approach negatively impacts those on grade level and above.

Action Steps to Implement

Teachers will create an intervention schedule that supports his/her academic areas. Students will rotate through groups to receive additional instruction and support.

Person Responsible Heather Barringer (hbarringerc@pinecrestspacecoast.com)

Provide every teacher with release time mid year to hold academic data chats with parents including an "at home" academic plan where parents can provide additional academic support.

Person Responsible Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

Students not demonstrating adequate progress will be referred to the IPST team for tier 2 and tier 3 interventions

Person Responsible Heather Barringer (hbarringerc@pinecrestspacecoast.com)

Conduct a parent information night to review the school grade data, explain school wide plan to address struggling students and explain the concept of the lowest 25%.

Person Responsible Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

Incorporate 30-45 minutes of interventions/enrichment during after school program. Utilize middle school students to teach lower grade students concepts they need help with.

Person Responsible Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

Using two data points from I-Ready, USA Test Prep and teacher observations, teachers will create three-four groups that will be instructed outside of direct instruction lessons. The goal of these sessions is to address learning gaps in students.

Person Responsible Heather Barringer (hbarringerc@pinecrestspacecoast.com)

Instructional assistants will be assigned to classes during ELA and/or Math time in order to assist the teachers with small group interventions.

Person Responsible Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	A substantial amount of students declined in FSA scores/levels in ELA and Math from 2018/2019 to 2020/2021. 43% 6th graders declined in ELA and 50% in math 35% 7th graders declined in ELA and 28% in Math 32% 8th graders declined in ELA and 33% in math A rationale behind the decline in scores from the previous test is the fact that the students missed half of the school year in 2019-2020 due to COVID and online learning. During the 2020-2021 school year, COVID prevented students from attending in class everyday. Many families chose to do the Pinecrest Remote Learning instead of attending school in person.
Measurable Outcome:	With a focus on standards-based instruction, 75% of the students in grades 6, 7, and 8 who showed a decline in scores from 2018/2019 to 2020/2021 in ELA and Math will improve by one or more levels as evidenced by the state assessment scores.
Monitoring:	A list of the identified students in the objective will be created, shared with all teachers and tracked throughout progress monitoring tools and data chats.
Person responsible for monitoring outcome:	Wendy Hammoud (whammoud@pinecrestspacecoast.com)
Evidence-based Strategy:	Standards based instruction helps guide the planning, implementation, and assessment of student learning. ... Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards based instruction to ensure that their students meet the demands targeted.
Rationale for Evidence-based Strategy:	The Florida Department of Education (FLDOE) has spent an enormous amount of resources, money and time researching and training in standards-based instruction. Data is demonstrating the benefit in this approach.

Action Steps to Implement

Conduct a training during pre-planning on standards-based learning and utilizing learning targets in the classroom. Ensure that teachers are posting their learning targets during walkthroughs and informal observations to ensure students develop an understanding of their learning and keep the focus of the standard.

Person Responsible	Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

Expect teachers to use differentiated instruction based on day to day data in order to accelerate learning.

Person Responsible	Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

During data chats, special notice will be given to the students identified in the objective as well as the progress of students that achieved a level 4 or 5 last year. This will ensure no regression in their learning.

Person Responsible	Heather Barringer (hbarringerc@pinecrestspacecoast.com)

When reviewing data during data chats, special attention will be placed on the progress of all groups to ensure that all groups are showing improvement. Groups/Students not showing progress will be recommended for after school tutoring.

| **Person Responsible** | Heather Barringer (hbarringerc@pinecrestspacecoast.com) |

Teachers will meet with students after each progress monitoring test to review the data and establish goals for the next test administration.

| **Person Responsible** | Heather Barringer (hbarringerc@pinecrestspacecoast.com) |

Screen all level 4 and 5 students for gifted testing to ensure their academic skills are being challenged and addressed.

| **Person Responsible** | Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com) |

During data chats, review the progress of students in the gifted program to ensure steady progress of those students and/or provide them with additional assistance and support.

| **Person Responsible** | Wendy Hammoud (whammoud@pinecrestspacecoast.com) |

Celebrate success of learning gains throughout the year during progress monitoring.

| **Person Responsible** | Wendy Hammoud (whammoud@pinecrestspacecoast.com) |

Conduct student assemblies and pep rallies before testing in April to ensure students understand the importance of testing and offer the students a positive approach to testing days.

| **Person Responsible** | Wendy Hammoud (whammoud@pinecrestspacecoast.com) |

Additional Schoolwide Improvement Priorities

Using the 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.

OUR SCHOOL IS NOT REPRESENTED IN THIS WEBSITE

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.

School culture has always been a top priority of this administrator. Peter DeWitt's book, School Climate, Leading with Collective Efficacy has been the foundation and framework of her leadership. Enhancing self-efficacy and promoting the efficacy of teachers, parents and the community create the positive and nurturing environment needed to achieve positive results. These factors, in turn, help the adults promote the self efficacy of students that has been shown to have a critical effect on student achievement as evidenced the work of John Hattie.

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

At Pinecrest Space Coast, everyone takes responsibility in promoting a positive culture. At the beginning of the year, this administrator does a training on Collective Efficacy and the importance of this for student achievement. Many of the strategies used throughout the year to keep a positive culture include:
1. Ongoing breakfasts, lunch and treats to remind teachers how much they are appreciated.
2. A refrigerator filled with water and sodas as well as snacks donated by parents to show our appreciation.
3. Our IMPACT motto that stands for Inspiring, Motivating, Persevering, Attuning, Communicating and Teaching students to be PANTHERS; Positive, Amicable, Nurturing, Tolerant, Humble, Enthusiastic, Respectful and Successful.
4. Our student of the month lunches that recognize one student from every class who exhibit the PANTHER characteristic of that month.
5. The school wide implementation of CHAMPS, a positive behavior classroom management program.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Science**				**$65,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1141	100-Salaries	6558 - Pinecrest Academy Space Coast	General Fund		$50,000.00
		Notes: Instructional Coach				
	1141	520-Textbooks	6558 - Pinecrest Academy Space Coast	General Fund		$5,000.00
		Notes: STEMSCOPES Curriculum				
	1141	510-Supplies	6558 - Pinecrest Academy Space Coast	General Fund		$5,000.00
		Notes: Robotics and STEM supplies				
	1141	399-Other Technology-Related Purchased Services	6558 - Pinecrest Academy Space Coast	General Fund		$5,000.00
		Notes: USA Test Prep for Science Progress Monitoring				
2	III.A.	**Areas of Focus: Instructional Practice: Small Group Instruction**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1142	140-Substitute Teachers	6558 - Pinecrest Academy Space Coast	Other		$5,000.00
		Notes: Release time for teachers to hold conferences				

	1140	100-Salaries	6558 - Pinecrest Academy Space Coast	Other		$10,000.00
			Notes: Salaries for after school tutoring			
3	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$0.00**
					Total:	**$80,000.00**