

Collier County Public Schools

Pinecrest Elementary School



2022-23 Schoolwide Improvement Plan

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Pinecrest Elementary School

313 S 9TH ST, Immokalee, FL 34142

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

Demographics

Principal: Laura Mendicino

Start Date for this Principal: 5/19/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: A (65%) 2018-19: D (38%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		D	D

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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>
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 <p>performances gaps among all subgroups 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

Name	Position Title	Job Duties and Responsibilities
		<p>professional development, grade level support, individual teacher support</p> <ul style="list-style-type: none"> • 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
Dean, Ashleigh	School Counselor	<p>Provide small group, whole group and one-to-one counseling to students pending needs</p> <p>Lighthouse Coordinator</p> <p>Student Lighthouse Coordinator</p> <p>Collaborate with Licensed Mental Health Professional</p> <p>Member of Building Leadership Team</p> <p>Member of Threat Assessment Team</p> <p>Supports Parent Involvement Asst.</p> <p>Provides Connect for Success lessons</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> <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>

Name	Position Title	Job Duties and Responsibilities
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 Standards-based Planning, Instruction, and Learning • Provides tiered support to teachers including providing professional development and one-on-one coaching cycles • 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
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 <p>performances gaps among all subgroups 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 Reading Coaches to identify content area professional development, grade level support, individual

Name	Position Title	Job Duties and Responsibilities
		<p>teacher support</p> <ul style="list-style-type: none"> • 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
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>
Piesto, Jacklyn	Reading Coach	<p>As an instructional reading coach, Ms. Piesto 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 KG-2 • 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
Herrera, Melinda	Other	<p>ESE Program Specialist</p> <p>Facilitates school procedures, professional development and activities regarding student intervention and the</p>

Name	Position Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date

Tuesday 5/19/2020, Laura Mendicino

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

20

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

560

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	99	97	93	89	105	0	0	0	0	0	0	0	570
Attendance below 90 percent	17	20	14	12	13	25	0	0	0	0	0	0	0	101
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 2022 statewide FSA ELA assessment	0	0	0	8	11	27	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	10	20	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	3	1	8	0	0	0	0	0	0	0	12

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	6	7	7	0	0	0	0	0	0	0	0	0	27
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 8/18/2022

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 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

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 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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	64%	56%				33%	60%	57%
ELA Learning Gains	61%						42%	59%	58%
ELA Lowest 25th Percentile	63%						50%	51%	53%
Math Achievement	67%	56%	50%				42%	68%	63%
Math Learning Gains	84%						40%	64%	62%
Math Lowest 25th Percentile	79%						25%	55%	51%
Science Achievement	55%	72%	59%				33%	59%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	32%	61%	-29%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	26%	58%	-32%	58%	-32%
Cohort Comparison		-32%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	27%	60%	-33%	56%	-29%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	68%	-17%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	36%	65%	-29%	64%	-28%
Cohort Comparison		-51%				
05	2022					
	2019	30%	67%	-37%	60%	-30%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	56%	-26%	53%	-23%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	43	55	50	70	75	10				
ELL	48	64	66	66	84	74	56				
BLK	50	67		47	81		42				
HSP	50	60	69	69	84	76	57				
FRL	49	61	63	67	84	80	54				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
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	63
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Across the grade levels, the SWD cohort scored below all other subgroups in proficiency.

*ELA: Grade 3 to Grade 4 SWD cohort decreased 18%

*ELA: Grade 4 to Grade 5 SWD cohort decreased 7%

*Math: Grade 3 to Grade 4 SWD cohort decreased 7%

*Math: Grade 4 to Grade 5 SWD cohort increased 12%

All EL cohorts increased with the exception of Grade 4 to 5 which showed a decrease of 5%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

English Language Arts continues to be our area of need:

iReady- Window 1

*KG- 8% (7 of 90 students) scoring Early On Grade Level, leaving 92% of students (83 of 90) One Grade Level Below. Phonological Awareness and Phonics are the initial gaps which lead to gaps in vocabulary and comprehension.

*Grade 1- 6% (6 of 100) scoring scoring Early On Grade Level, leaving 89% of students (87 of 100) One Grade

Level Below and 5% (5 of 100) Two Grade Levels Below

*Grade 2- 18% (18 of 98) scoring scoring at On or Early On Grade Level, leaving 58% of students (87 of 98)

One Grade Level Below and 23% (23 of 98) Two Grade Levels Below

*Grade 3- 24% (22 of 93 students) scoring scoring at On or Early On Grade Level, leaving 38% of students (35

of 93) One Grade Level Below, 31% (29 of 93) Two Grade Levels Below, 8% (7 of 93) Three Grade

Levels

Below

*Grade 4- 19% (16 of 88 students) scoring scoring at On or Early On Grade Level, leaving 67% of students (59

of 88) One Grade Level Below and 8% (7 of 88) Two Grade Levels Below, and 7% (6 of 88) Three

Grade

Levels Below

*Grade 5- 21% (22 of 104) scoring scoring at On or Early On Grade Level, leaving 34% of students (35 of 104)

One Grade Level Below, 28% (29 of 104) Two Grade Levels Below and 17% (18 of 104) Three Grade

Levels

Below

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

Contributing factors for the need for improvement include an overall gap in phonological awareness and phonics which impedes on grade level comprehension and vocabulary acquisition.

New Actions:

- *Master schedule which includes time for intentional Foundations instruction
- *Differentiated Instruction to allow for instruction at the level of all students
- *Use of new HMH resources in addition to Reading Horizons
- *Stocktake Process through all core content areas

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall, Pinecrest's ELL cohort showed the greatest improvement on FSA across the grade levels and content.

ELA: Grade 3 to Grade 4 increased proficiency by 2%

Grade 4 to Grade 5 decreased proficiency by 5%

Math: Grade 3 to Grade 4 increased proficiency by 13%

grade 4 to Grade 5 decreased proficiency by 25%

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

We have been intentional with scheduling our EL students within classrooms to increase services provided by EL instructional resource and tutors. In addition, EL students attended our 14 week Saturday School sessions which focused on critical content and closing the achievement gaps of students performing below grade level.

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

Pinecrest students will participate in grant funded extended day learning opportunities both after school and on Saturdays.

In addition, we will have a continued focus on our Collaborative Planning structure of pre-planning and planning for "how" instruction looks and not "what" we are instructing as that is prescribed in our pacing guides.

100% of PCR students will participate in differentiated learning classes which focus on the area of need of individuals. These groups are fluid and change often throughout the year with the intentional goal of closing the achievement gap and progressing towards and past proficiency.

Our school-wide Deliberate Practice element of Using Engagement Strategies will also support the closing of the achievement gaps of all students. When students are cognitively and authentically engaged in their learning, they are doing the thinking, processing and applying.

All staff will be developed in the Stocktake Data-driven systemic process of monitoring strategie for improvement through the routine examination of evidence, deliberation, and accountability. Stocktake leverages a distributive leadership model that positions every leader to use data to determine areas of focus, within the areas of critical content and instruction, to take action upon and track improvement.

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.

Monthly Win-Win Workshops are scheduled and are aligned to the Deliberate Practice elements of staff as well as the school-wide element. All sessions are purposefully planned and based on current data, relevant to the needs for the school.

District professional development will also be utilized to support the implementation of new standards

and curriculum resources. These professional learning opportunities are ongoing and based on the needs of the staff.

Intentional focus on the Stocktake process beginning at the Building Leadership Team level and cascading down to the individual student and teacher level. This will happen in digestible professional learning chunks throughout the year.

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

Coaching Cycles/Impact Cycles are utilized throughout the year with high impact staff as well as those building their instructional practices to ensure a well-rounded systems of support.

Individual and Team Data Chats will continue to be conducted to ensure all staff understand the overarching needs of the students, classes and grade levels. This data is also used to develop and adjust systems of support as needed.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

SY22 student performance in ELA indicates a 3-year increase in proficiency however, proficiency in ELA is below 50%. Observation data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

When teachers deliver benchmark-aligned instruction that utilizes district resources and engagement strategies, ELA proficiency on the 2023 Spring assessments will increase by 6% from 49% (SY22) to 55% (SY23).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Benchmark aligned instruction will be monitored through weekly team collaborative planning, regular FTEM observations of implementation of the plans, and weekly student data trends.

Person responsible for monitoring outcome:

Laura Mendicino (mendicla@collierschools.com)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The school will continue implementing a comprehensive approach to teaching English Language Arts through careful monitoring, data tracking and accountability using the Stocktake Process, early intervention, extended school learning opportunities for students, and job-embedded professional development for staff.

Rationale for Evidence-based Strategy:

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

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

collaborative discourse and writing. 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Sarah Barber (barbersa@collierschools.com)

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

Person Responsible Jacklyn Piesto (piestj@collierschools.com)

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

Person Responsible Laura Mendicino (mendicla@collierschools.com)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

SY22 student performance in Math indicates a 3-year increase in proficiency however, proficiency in ELA is below 70%. Observation data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

When teachers deliver benchmark-aligned instruction that utilizes district resources and engagement strategies, Math proficiency on the 2023 Spring assessments will increase by 6% from 67% (SY22) to 73% (SY23).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Benchmark aligned instruction will be monitored through weekly team collaborative planning, regular FTEM observations of implementation of the plans, and weekly student data trends.

Person

responsible for monitoring outcome:

Michelle Garafola (garafm1@collierschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The school will continue implementing a comprehensive approach to teaching Mathematics through careful monitoring, data tracking and accountability using the Stocktake Process, early intervention, extended school learning opportunities for students, and job-embedded professional development for staff.

Rationale for Evidence-based Strategy:

To increase overall Math proficiency, it takes a comprehensive approach. Job-embedded professional development increases the capacity of all educators through tailored, high leverage instructional techniques with a focus on inquiry, investigation, and exploration through opportunities of student collaborative discourse and hands-on manipulation and

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

representation. 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 academic progression of all students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible Charles Krause (krausech@collierschools.com)

Weekly intermediate collaborative planning sessions led by the Math Coach. The focus will continue to be on the "how" of instruction, not "what" will be used to instruct the standards. Staff will hold discussions around the impact of the Activity Based versus the Guided Exploration components of learning.

Person Responsible Michelle Garafola (garafm1@collierschools.com)

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

Person Responsible Sarah Barber (barbersa@collierschools.com)

#3. Instructional Practice specifically relating to Science**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

SY22 student performance in ELA indicates a 3-year increase in proficiency however, proficiency in Science is below 60%. Observation data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark.

**Measurable
Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

When teachers deliver standards-aligned instruction that utilizes district resources and engagement strategies, Science proficiency on the 2023 Spring assessments will increase by 10% from 55% (SY22) to 65% (SY23).

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Standards aligned instruction will be monitored through weekly team collaborative planning, regular FTEM observations of implementation of the plans, and weekly student data trends.

Person responsible for monitoring outcome:

Laura Mendicino (mendicla@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The school will continue implementing a comprehensive approach to teaching Science through careful monitoring, data tracking and accountability using the Stocktake Process, lab opportunities, extended school learning opportunities for students, and job-embedded professional development for staff.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for**

To increase overall Science proficiency, it takes a focused approach. Job-embedded professional development increases the capacity of all educators through tailored, high leverage instructional techniques with a focus on the 5E model and critical content. 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.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Targeted, job-embedded professional development relevant to Florida's State Academic Standards for Science and highly impactful instructional strategies focusing on student engagement and student accountability.

Person Responsible Matthew Sibert (siberm@collierschools.com)

Weekly intermediate collaborative planning sessions attended by the Science Coach and Administration. The focus will continue to be on the "how" of instruction, not "what" will be used to instruct the standards.

Person Responsible Matthew Sibert (siberm@collierschools.com)

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

Person Responsible Laura Mendicino (mendicla@collierschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

- 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
- Intentional instruction during Foundations Block relevant to the needs of the learners

- Planning, implementation and feedback relevant to daily lessons focused on the critical content at the level of the taxonomy of the benchmark
- Integration of Writing in all areas of ELA

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

- 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
- Intentional instruction during Foundations Block relevant to the needs of the learners
- Planning, implementation and feedback relevant to daily lessons focused on the critical content at the level of the taxonomy of the benchmark
- Integration of Writing in all areas of ELA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

- Weekly monitoring, tracking and celebration of student achievement
- Professional Learning focused on authentic and cognitive engagement strategies such as Whole Brain Teaching and Kagan
- Intentional instruction during Math Block relevant to the rigor of the standard
- Planning, implementation and feedback relevant to daily lessons focused on the critical content at the level of the taxonomy of the benchmark
- Integration of manipulatives and representation of thinking

Grades 3-5: Measureable Outcome(s)

- Weekly monitoring, tracking and celebration of student achievement
- Professional Learning focused on authentic and cognitive engagement strategies such as Whole Brain Teaching and Kagan
- Intentional instruction during Math Block relevant to the rigor of the standard
- Planning, implementation and feedback relevant to daily lessons focused on the critical content at the level of the taxonomy of the benchmark
- Integration of manipulatives and representation of thinking

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

To increase overall proficiency in the areas of Reading, Mathematics and Science, 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 moving to a more student-centered learning environment. Monitoring, data tracking and accountability using the Stocktake Process, and early intervention align with the continued development of a systems 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.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Mendicino, Laura, mendicla@collierschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Pinecrest will use prescribed pacing guides and the state standards to positively impact Collaborative Planning, instruction and increase authentic student engagement. These strategies have positively impacted our school's achievement data over the past two years and our systems will continue to be implemented and refined based on the needs of the staff and students. These practices align with all district expectations and support the B.E.S.T Standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Collaborative Planning of the standards addresses all learners by planning for differentiated and scaffolded instruction with the end goal of student proficiency. These strategies have positively impacted our school's achievement data over the past two years and our systems will continue to be implemented and refined based on the needs of the staff and students. These practices align with all district expectations and support the B.E.S.T Standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership in Collaborative Planning- release the planning to the teacher leaders to ensure sustainability	Piesto, Jacklyn, piestj@collierschools.com
Literacy Coaching- Impact Cycles to support all levels of professional growth	Piesto, Jacklyn, piestj@collierschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Pinecrest will continue to implement The Leader in Me and 7 Habits of Happy Kids as a school-wide PBIS Model. This system of success allows for all stakeholders to lead within the schoolhouse. Pinecrest will increase leadership opportunities for all stakeholders by continuing to refine Staff Action Teams, Student Leadership Teams and Parent Action Teams.

The school will do this by:

1. Creatine meaningful parent involvement opportunities
2. Celebrating leadership and academics within all stakeholders
3. Collaboratively creating and redefining the school's Mission and Vision statement annually
4. Holding high expectations for all stakeholders through Leader in Me and the Stocktake Process
5. Engaging all stakeholders in the operations of the schoolhouse to increase ownership and accountability
6. Create deep rooted traditions within the school and community
7. Encourage leaders (students, staff and parents) to support school initiatives and lead by example
8. Maintain the physical environment of the campus which echoes the mission vision of leadership for all

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

Administration- Promoting collaboration among staff members, students, and parents creates a positive environment in which stakeholders can share best practices that are responsive of student and school needs.

Staff- Be an active member in creating and understanding the Mission and Vision of the school then, uphold these in all that they do

Students- Assume responsibility for their actions and learning, understanding the paradigm of "Change Begins with Me" and aligning their actions to this

Parents- Being active members of school events and parent leadership opportunities