
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Pine View School

1 PYTHON PATH, Osprey, FL 34229

www.sarasotacountyschools.net/pineview

Demographics

Principal: Stephen Covert

Start Date for this Principal: 6/6/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 2-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (95%) 2018-19: A (94%) 2017-18: A (94%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Sarasota 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	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Pine View School

1 PYTHON PATH, Osprey, FL 34229

www.sarasotacountyschools.net/pineview

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)
Combination School 2-12	No	15%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	42%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pine View School is to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, that encourages risk-taking, independence and innovation, and that is committed to a tradition of academic excellence and social responsibility.

Provide the school's vision statement.

Pine View is the premier school for arts and sciences dedicated to providing excellence in research-based teaching practices to foster intellectual, social and emotional growth in gifted students.

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
Covert, Stephen	Principal	To oversee all operations of the school. To align curriculum. programs, resources and all decisions to the mission and vision of the school.
Marcotte, Lana	Assistant Principal	High School Assistant Principal
Abela, Melissa	Assistant Principal	Middle School Assistant Principal
Sprinkle, Roy	Assistant Principal	Elementary Assistant Principal
Allen, Tricia	Assistant Principal	Curriculum & Instruction 2-12

Demographic Information

Principal start date

Thursday 6/6/2013, Stephen Covert

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.*

3

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.*

27

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

1,696

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

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

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	0	0	81	95	122	143	186	188	186	197	170	154	174	1696
Attendance below 90 percent	0	0	5	4	2	5	3	11	12	16	22	17	25	122
One or more suspensions	0	0	0	0	2	1	2	0	0	0	2	0	0	7
Course failure in ELA	0	0	0	0	1	0	0	0	0	1	1	1	0	4
Course failure in Math	0	0	0	0	0	1	0	2	1	1	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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	
	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	0	0	0	0	1	0	2	0	4	0	0	7

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														
	0	0	0	0	0	0	0	0	1	0	2	1	0	4
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

Monday 9/19/2022

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	0	0	72	104	125	141	178	174	232	186	167	178	213	1770
Attendance below 90 percent	0	0	1	1	3	2	1	11	6	8	13	10	27	83
One or more suspensions	0	0	0	0	1	2	1	0	1	1	4	1	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	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	1	0	0	0	0	0	0	1	0	2

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

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	72	104	125	141	178	174	232	186	167	178	213	1770
Attendance below 90 percent	0	0	1	1	3	2	1	11	6	8	13	10	27	83
One or more suspensions	0	0	0	0	1	2	1	0	1	1	4	1	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	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	1	0	0	0	0	0	0	1	0	2

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	0
Students retained two or more times					0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	99%	69%	55%				100%	67%	61%
ELA Learning Gains	81%						79%	60%	59%
ELA Lowest 25th Percentile	83%						80%	52%	54%
Math Achievement	100%	37%	42%				100%	70%	62%
Math Learning Gains	91%						90%	65%	59%
Math Lowest 25th Percentile	93%						86%	55%	52%
Science Achievement	99%	69%	54%				99%	63%	56%
Social Studies Achievement	100%	66%	59%				100%	88%	78%

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
02	2022					
	2019					
Cohort Comparison						
03	2022					
	2019	100%	70%	30%	58%	42%
Cohort Comparison		0%				
04	2022					
	2019	100%	67%	33%	58%	42%
Cohort Comparison		-100%				
05	2022					
	2019	100%	68%	32%	56%	44%
Cohort Comparison		-100%				
06	2022					
	2019	99%	63%	36%	54%	45%
Cohort Comparison		-100%				
07	2022					
	2019	99%	64%	35%	52%	47%
Cohort Comparison		-99%				
08	2022					
	2019	99%	66%	33%	56%	43%
Cohort Comparison		-99%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
02	2022					
	2019					
Cohort Comparison						
03	2022					
	2019	99%	73%	26%	62%	37%
Cohort Comparison		0%				
04	2022					
	2019	99%	72%	27%	64%	35%
Cohort Comparison		-99%				
05	2022					
	2019	99%	70%	29%	60%	39%
Cohort Comparison		-99%				
06	2022					
	2019	99%	67%	32%	55%	44%
Cohort Comparison		-99%				
07	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		-99%				
08	2022					
	2019	100%	65%	35%	46%	54%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	99%	65%	34%	53%	46%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-99%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	98%	62%	36%	48%	50%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	77%	23%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	85%	15%	71%	29%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	77%	23%	70%	30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	73%	27%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	69%	31%	57%	43%

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	100	96		100	100						
ELL	100	90	91	100	93						
ASN	100	85	82	100	95	94	100	100	100	100	97
BLK	100	75		100	86						
HSP	100	83	80	100	87	96	97		100	100	100
MUL	100	85	86	100	88	89	97	100	100	100	100
WHT	99	79	83	100	90	93	99	99	99	100	99
FRL	100	81	88	100	90	96	100	100	100	100	100
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	100	74		100	71						
ELL	100	87	82	100	71						
ASN	99	90	98	100	89	91	99	100	100	100	96
BLK	100			100							
HSP	99	69	68	99	83	88	89	100	92	100	100
MUL	100	84	100	99	82	67	100	100			
WHT	99	79	88	100	85	84	98	100	99	100	99
FRL	99	82	87	100	83	85	98	100	100	100	94
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	100	83		100	100		100				
ELL	100			100							
ASN	99	78	65	100	91	92	98	100	98	100	100
BLK	100	75		100							
HSP	100	78	86	100	94	94	100	100	96		
MUL	100	75	82	99	95	91	100	100	100	100	100
WHT	99	79	81	100	89	84	99	100	99	99	99
FRL	99	72	73	100	91	91	98	100	97	100	100

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	95
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	1045
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	99
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	95
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	96
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	90
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	94
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	95
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	95
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	96
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?

No subject area scored lower than a 97% proficiency level, and all subgroups scored 99-100% in achievement.

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

ELA Learning Gains below 85% include Black, Hispanic, White and F/R. Math Learning Gains below 90% include Black, Hispanic and Multiple. Scores on the US History EOC declined in all 3 reporting categories, although the overall pass rate was maintained at 100%.

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

To increase learning gains for all sub groups, progress monitoring efforts should be addressed to ensure teachers and administrators are examining data at this level. Achievement levels for ELA B were not measured last year due to the low number of students in this category. H increased 14%. White (W) remained the same, at 79%, and FRL declined 1%

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

Math Learning Gains increased 6 points to 91%, and Math first quartile increased 9 points to 93%. Writing scores improved overall, and 100% of students in 2-10 earned 100% of the points for Conventions. Our 8th grade Science and Biology scores increased in every subcategory. The number of students in line to receive a Capstone Diplomas has increased radically, with 47 students enrolled in AP Seminar this year.

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

In math, we spent a substantial amount of time at each grade level working on vertical planning to ensure that we were accelerating, but not creating any skill gaps. ELA teachers in 2-12 also focused on vertical planning with BEST and new textbook alignment.

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

We have invited the district acceleration specialists to explore our data with us. As a result of this meeting, we scheduled a follow up to discuss the plan for incorporating acceleration tracking into the scheduling process. We are also exploring options for increasing the number of Capstone Diplomas through creating AP Seminar as an ELA credit. District acceleration specialists are working with College Board to align AP Seminar with ELA standards to make this a possibility.

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.

Teachers and School Counselors should be provided PD focusing on becoming skilled users of the district dashboards. Teachers will also continue to refine the vertical curriculum maps with new standards and textbooks in ELA and Math.

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

We have applied for Jumpstart funds to continue our vertical alignment work. We will be using curriculum planning time to continue our work of creating detailed curriculum maps at each grade level in ELA and Math.

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 Standards-aligned Instruction

**Area of Focus
Description and**

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

We will increase the percentage of learning gains for students in our subgroups. This decision was based on selecting subgroups that achieved lower than 85% proficiency in ELA and 90% proficiency in Math.

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

Specifically in ELA, FRL (81 to 85), W (79 to 85), B (75 to 80), and H (83 to 85). In Math, FRL (86 to 90), H (87 to 90), and M (88 to 90).

CWTs and reflective discussions with Program Specialists and Instructional Leaders for ELA, Math, Science and Social Studies because all teachers are content-area teachers contributing to the achievement of students in ELA and Math.

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

Regular walk-throughs and department meetings will focus on Teacher Clarity through intentional alignment of the learning intention (LI) and success criteria (SC) expectations across all content areas and grade levels in our 2-12 school.

Regularly scheduled data meetings will focus on reflecting on FAST progress monitoring, as well as the data gained from local benchmarks and the USA Test Prep resource. Data will be examined and action plans created in meetings at multiple levels including administrative, school counselors, and teachers in PLCs.

Person responsible for monitoring outcome:

Tricia Allen (tricia.allen@sarasotacountyschools.net)

Teachers, support staff and administrators will focus on the 4 key questions for PLCs:

- What do we want students to learn?
- How will we know when they have learned it?
- What will we do when they haven't learned it?
- What will we do if they already know it?

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

Once power standards or essential standards have been determined through PLCs, teachers can progress monitor student achievement. Hattie's effect sizes related to progress monitoring and PLC work show that Teacher Estimates of Student Achievement (1.62) and Collective Teacher Efficacy (1.57) are instrumental for creating accelerated growth opportunities for all students.

Teachers will use PLC time to reflect on student data to determine differentiation strategies for those who "get it" already and those still working toward mastery.

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

This strategy is aligned with research-based best practices based on John Hattie's work, as well as the district focus of PLC refinement to increase instructional impact on student learning.

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.

Classroom walk-throughs will be scheduled with Instructional Leaders and Program Specialists.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

Learning intentions and success criteria will be shared with Instructional Leaders. Instructional Leaders will work with administrators over each department to review exemplars and practice refining the posting of LIs and SCs as part of department or team meetings.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

Administrators will attend PLCs and be part of the process of monitoring the data and making instructional decisions.

Person Responsible Stephen Covert (stephen.covert@sarasotacountyschools.net)

Instructional Leaders and members of the PLC Guiding Coalition will take part in a book study on Learning By Doing, a book that guides PLC development.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

The Testing Coordinator will provide timely data summaries and will assist PLCs in accessing and understanding the data.

Person Responsible Stephanie White (stephanie.white@sarasotacountyschools.net)

Administrators will review teachers progress monitoring records at IPDP, midyear and final evaluation meetings.

Person Responsible Stephen Covert (stephen.covert@sarasotacountyschools.net)

The Literacy Leadership will meet monthly to review data, develop PD and monitor goals.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We will increase the number of passing scores for students in Advanced Placement courses to 85% or higher.

Additionally, we will increase the percentage of points earned in all three reporting categories for US History.

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

Calculus BC (81 to 85)
 Environmental Science (82 to 85)
 European History (70 to 85)
 Macro Economics (76 to 85)
 Physics CEM (57 to 85)
 Research (84 to 85)
 Statistics (78 to 85)
 Studio Art 3D (33 to 85%)
 US Gov and Politics (78 to 85)

We will also increase the proficiency of US History students taking the EOC, maintaining 100% proficiency, but increasing the percent proficient in each reporting category.

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

AP Classroom and benchmark assessments will be utilized to monitor student achievement.

Person responsible for monitoring outcome:

Tricia Allen (tricia.allen@sarasotacountyschools.net)

Teachers, support staff and administrators will focus on the 4 key questions for PLCs:
 What do we want students to learn?
 How will we know when they have learned it?
 What will we do when they haven't learned it?
 What will we do if they already know it?

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

Teachers will progress monitor student achievement. Hattie's effect sizes related to progress monitoring and PLC work show that Teacher Estimates of Student Achievement (1.62) and Collective Teacher Efficacy (1.57) are instrumental for creating accelerated growth opportunities for all students.

Teachers will use PLC time to reflect on student data to determine differentiation strategies for those who "get it" already and those still working toward mastery.

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

This strategy is aligned with research-based best practices based on John Hattie's work, as well as the district focus of PLC refinement to increase instructional impact on student learning.

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.

US History benchmark data will be analyzed with USH teachers.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

AP teachers will bring AP Classroom data to the AP PLC to discuss how they are using the tool to answer the 4 key PLC questions and increase student proficiency.

Person Responsible Lori Wiley (lori.wiley@sarasotacountyschools.net)

Administrators will review teachers progress monitoring records at IPDP, midyear and final evaluation meetings.

Person Responsible Stephen Covert (stephen.covert@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and

Rationale:

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

Teachers across all content areas in grades 2-12 will increase use of evidence-based practice for gifted students.

Measurable Outcome:

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

Teacher pre and post survey determining use of evidence-based strategies using the NAGC standards document.

Monitoring:

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

Pre and post survey will be discussed in midyear and final evaluation discussions.

Person responsible for monitoring outcome:

Stephen Covert (stephen.covert@sarasotacountyschools.net)

Evidence-based Strategy:

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

NAGC aligned all gifted standards with evidence-based instructional strategies.

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

This strategy is aligned with research-based best practices based on John Hattie's work, as well as the district focus of PLC refinement to increase instructional impact on student learning.

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.

Teachers in grades 2 through 12 will participate in a two-part workshop reviewing, comparing, and contrasting the Florida Gifted Standards and the NAGC gifted standards, which are aligned with evidence-based strategies in October and March of the 2022-2023 school year. The workshops will include a pre and post survey, a reflective piece and an application requirement.

Person Responsible

Tricia Allen (tricia.allen@sarasotacountyschools.net)

Administrators will request samples of student work demonstrating evidence-based gifted strategies in midyear and final evaluation meetings.

Person Responsible

Stephen Covert (stephen.covert@sarasotacountyschools.net)

#4. Positive Culture and Environment specifically relating to College & Career and Acceleration

Excerpt from the document, "Ethics in the College Planning and Application Process":

"As members of the Pine View Community, one that is committed to a tradition of academic excellence and social responsibility, we act with integrity and goodwill. We are responsible to each other, and to the academic and ethical standards we establish as a community. We recognize that the actions of one student affect the options and opportunities available to other students. We can achieve greater success for all members of the Pine View community if we operate according to the following common set of expectations and ethical guidelines in the college planning and application process".

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

Crafted and introduced to our Juniors and Seniors nine years ago, this living document and the expectations outlined within it are now shared and discussed with our students and parent community beginning in Grade 9-12. The specific behavioral expectations form the basis for responsible behavior in the college research and application processes.

These goals and behaviors are to be continuously reinforced in order to promote a positive and supportive culture within our high performing, competitive academic environment; assuring the best outcomes for the greatest number of Pine View students.

In addition to CCR efforts, school counselors will develop and implement an acceleration progress monitoring system, and Research and Seminar instructors will collaborate with School Counselors and Administrators to increase the number of students earning a Capstone Diploma.

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

1. Improvement of student behavior and overall college outcomes for students as measured by:

- Realistic targeting of post-secondary options (a reduction in overall applications, increased acceptances and matriculation at target schools-year to year)
 - o 10% Reduction in overall applications
 - o 10% Increased Acceptance and Matriculation to Target Schools year-to-year
- Application, acceptance, and matriculation to a wider variety of colleges/universities (data comparison)
- Student usage of counseling website and Naviance
 - o 30% increase in usage of PVS counseling website and Naviance

2. Acceleration progress monitoring document.

3. The number of students earning a Capstone Diploma will increase from 30 in 2022 to 47 in 2023. In 2019 there were 3 students graduating with a Capstone Diploma.

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

Sharing of data with Administration, including anecdotal surveys, related to the college application process. Documented discussions, classroom and college and career presentations.

The number of students earning a Capstone Diploma will be measured at the end of the year, along with students registered for the courses.

**Person
responsible for**

Tricia Allen (tricia.allen@sarasotacountysschools.net)

monitoring outcome:

The field of College Admissions Counseling as a whole, self-governs according to a universal set of ethical application practices. Refer to the following links below:

Evidence-based Strategy: https://www.nacacnet.org/globalassets/documents/advocacy-and-ethics/nacac_guide-to-ethical-practice-in-college-admission_sept.-2020_final.pdf
Describe the evidence-based strategy being implemented for this Area of Focus. <https://www.gse.harvard.edu/news/19/04/harvard-edcast-putting-ethics-first-college-admissions>
<https://mcc.gse.harvard.edu/resources-for-families/ethical-parenting-in-the-college-admissions-process>
<https://counselors.collegeboard.org/college-application/ethics>

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

Best practices in college advising demand adherence to ethical guidelines in the college application process. Please review the Pine View Ethics in the College Planning and Application Process document for full rationale (attached to this document).

The recent increase in staffing in the Pine View College and Career Center now provides the ability to introduce, promote, and reinforce the importance of ethical behavior beginning in grade 9, and reinforced in grades 11-12.

Acceleration is also a strategy we are focusing on in order to attain 100% acceleration rate, an increase of 1%. The Capstone Diploma goal supports both the CCR goals, and the acceleration goal.

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.

Development of CCR curriculum in CCR PLC.

Person Responsible Lance Bergman (lance.bergman@sarasotacountyschools.net)

Acceleration document progress monitoring.

Person Responsible Lynn Halcomb (lynn.halcomb@sarasotacountyschools.net)

Capstone diploma increase.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

#5. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed. Implement collaborative planning framework that ensures high levels of student learning through engagement in the PLC model.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. PLC minutes reflecting the creation of essential or power standards, increased teacher clarity through use of LIs and SCs, progress monitoring documents detailing student increased achievement, and lesson plans reflecting teacher attention to differentiation based on student work and progress.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. Administrative review of vertical plans and essential standards, daily monitoring for LI/SC clarity, progress monitoring documents from teachers, and PLC minute review by administration.

Person responsible for monitoring outcome: Stephen Covert (stephen.covert@sarasotacountyschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. This is a continuation of Hattie's Visible Learning Framework, including the focus on Collective Efficacy and Teacher Clarity.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. This goal is aligned with the district Strategic Initiative Plan of personalizing learning and accelerating growth 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.

Formation of a Guiding Coalition and book study for all Instructional Leaders and Coalition members on Learning By Doing.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

Assignment of all instructional faculty to PLCs.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

Review of PLC minutes posted on OneNote.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

Administrative participation in PLC work.

Person Responsible Stephen Covert (stephen.covert@sarasotacountyschools.net)

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.

Pine View provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. Further, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request. The Summary is available in English.

Parent and families are regularly invited to attend Pine View's SCHOOL ADVISORY COUNCIL to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Pine View responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments.

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

School Counselors provide social and emotional classroom lessons and private sessions. Administrators recognize staff and students for going the extra degree on a regular basis. The Behavior Specialist visits classrooms and common areas to get to know students and provide support. Administrators offer parent and community opportunities to come on campus and enjoy performances, social events and community presentations. College and Career staff offer regular workshops along with daily presentations to classes and individual sessions.