

Hillsborough County Public Schools

Pinecrest Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pinecrest Elementary School

7950 LITHIA PINECREST RD, Lithia, FL 33547

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Pinecrest where Pilot dreams take flight as we...

Provide
Instructional
Learning
Opportunities
To
Succeed

Provide the school's vision statement.

To be a learning community where everyone achieves success as we prepare students for life.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mobley, Denise	Principal	serves as the Instructional Leader, engages stakeholders, and collaborates with others.
Cook, Debbie	SAC Member	Facilitate SAC meetings, notifying members of upcoming meetings and votes, engage stakeholders in the school improvement process.
Matthews, Amanda	Assistant Principal	serves as an Instructional Leader, engages stakeholders, and collaborates with others.
King, Victoria	Parent Engagement Liaison	Engage Families in the education process
Wood, Tara	Reading Coach	Provide instructional reading support through professional development, modeling, coaching sessions, and collaborative planning.
Perez, Banesa	Attendance/ Social Work	To engage stakeholders in the educational process, provide outreach for family resources, and facilitate attendance interventions.
Simon, Dianna	Math Coach	Provide instructional math support through professional development, modeling, coaching sessions, and collaborative planning.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our Leadership Team and SAC reviewed our past school improvement plan and current school data to discuss barriers, needs, and supports for student success.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our Leadership Team will regularly monitor the school improvement plan based on data and information obtained through progress monitoring, student performance, stakeholder feedback to plan for system of supports, professional development, student interventions, and family engagement opportunities.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	36%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	

DJJ Accountability Rating History
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Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	5	28	21	23	27	24	0	0	0	0	128
One or more suspensions	0	0	0	3	0	2	0	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	0	39	32	0	0	0	0	0	71
Course failure in Math	0	0	0	29	31	0	0	0	0	0	60
Level 1 on statewide ELA assessment	0	0	0	2	37	32	0	0	0	0	71
Level 1 on statewide Math assessment	0	0	0	20	27	31	0	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	2	15	16	0	0	0	0	33

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	11	8	3	0	5	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	15	14	12	12	6	11	0	0	0	70
One or more suspensions	0	0	1	2	2	1	0	0	0	6
Course failure in ELA	34	51	35	41	31	14	0	0	0	206
Course failure in Math	19	16	16	32	25	26	0	0	0	134
Level 1 on statewide ELA assessment	0	0	0	41	31	14	0	0	0	86
Level 1 on statewide Math assessment	0	0	0	32	25	26	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	34	51	35	41	31	14	0	0	0	206

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	3	3	5	3	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	15	14	12	12	6	11	0	0	0	70
One or more suspensions	0	0	1	2	2	1	0	0	0	6
Course failure in ELA	34	51	35	41	31	14	0	0	0	206
Course failure in Math	19	16	16	32	25	26	0	0	0	134
Level 1 on statewide ELA assessment	0	0	0	41	31	14	0	0	0	86
Level 1 on statewide Math assessment	0	0	0	32	25	26	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	34	51	35	41	31	14	0	0	0	206

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	3	3	5	3	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	50	53	37	53	56	40		
ELA Learning Gains				55			34		
ELA Lowest 25th Percentile				45			35		
Math Achievement*	35	56	59	40	50	50	39		
Math Learning Gains				52			36		
Math Lowest 25th Percentile				36			41		
Science Achievement*	35	50	54	45	59	59	30		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	51	59	59	51			70		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	188
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	4	2
ELL	28	Yes	3	1
AMI				
ASN				
BLK				
HSP	29	Yes	2	1
MUL				
PAC				
WHT	40	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	32	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	1
ELL	38	Yes	2	
AMI				
ASN				
BLK				
HSP	38	Yes	1	
MUL				
PAC				
WHT	47			
FRL	41			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			35			35					51
SWD	8			11			10				5	41
ELL	16			26			23				5	51
AMI												
ASN												
BLK												
HSP	18			27			20				5	52
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	38			38			44				4	
FRL	25			28			29				5	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	37	55	45	40	52	36	45					51
SWD	14	32	30	14	35	37	29					30
ELL	26	52	56	27	35	36	23					51
AMI												
ASN												
BLK												
HSP	25	51	53	26	38	31	30					52
MUL												
PAC												
WHT	43	56	39	46	57	35	52					
FRL	33	54	41	30	48	38	34					52

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	34	35	39	36	41	30					70
SWD	20			9								45
ELL	25	27		17	27		7					70
AMI												
ASN												
BLK												
HSP	30	38		25	30		17					70
MUL												
PAC												
WHT	43	31		45	38		37					
FRL	38	36	43	32	33	42	24					71

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	53%	-21%	54%	-22%
04	2023 - Spring	35%	54%	-19%	58%	-23%
03	2023 - Spring	36%	46%	-10%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	55%	-12%	59%	-16%
04	2023 - Spring	39%	59%	-20%	61%	-22%
05	2023 - Spring	31%	53%	-22%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	47%	-13%	51%	-17%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

In review of our 2022-2023 performance data, it is evident based on proficiency rates in grades 3-5 including SWD, ELL, and Hispanic subgroups demonstrates trends of low performance in ELA (34%) and Math (38%) proficiency. Although our students made gains from PM1 to PM3; 14% to 34% in ELA and 2% to 38% in math, our proficiency levels continue to fall below the 50% range. Our ELA data shows the lowest performance especially among our ELL (2%) and SWD (8%) students. Limited foundational skills are a contributing factor to students' low performance in ELA. In addition, students entering a grade already below grade level has a major impact on student's performance at grade level.

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

Although we made gains from FAST progress monitoring 1 (PM1) to progress monitoring 3 (PM3), when compared to 2022 FSA scores our math dropped by 2% (from 40% to 38%) and our ELA dropped by 3% (from 37% to 34%) of our students demonstrating proficiency scoring a level 3 or higher. Last year we did not have the support of a math coach which may have been a factor in the decrease. Our students continue to struggle with foundational skills and phonics skills needed to be successful in reading.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state data, our math data shows a difference of 21% below the state average percentile of 58%. Students entering grade level significantly below grade level has greatly impacted student performance. In addition, not having a math coach last year to support standard base planning and instructional support may have affected our math instruction and proficiency. The trends show a need for student intervention in number sense and operations.

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

All though our student proficiency level's fall below 50% with ELA at 34% and math at 38% on the 2023 FAST, our students demonstrated growth in learning as demonstrated from FAST progress monitoring at the beginning of the year (PM1) to the end of the year (PM3). In grades K-2 we started implementing the science of reading strategies to support phonics instruction. Our intermediate teachers also used these strategies within their small group interventions.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS, it is concerning that 128 students had 10% or more absences during last school year. Pinecrest has a daily attendance average of 91.2% which is below the recommended average of 96%. Attendance continues to be an area of focus based on our EWS.

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

1. Math Proficiency
2. ELA Proficiency
3. Science Proficiency
4. Learning Gains
5. Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In review of our 2023 FAST and STAR data, students demonstrating proficiency falls below 50%, demonstrating a strong need to strengthen our core instruction. Pinecrest will use instructional coaching and professional development to build instructional teaching practices that will enhance our core instruction resulting in increased student achievement.

Measurable Outcome:

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

Through the use of instructional coaching cycles, collaborative planning, and job embedded professional development, we will grow our instructional best practices to strengthen our core instruction. As a result of instructional coaching and professional development, our student proficiency level of a 3 or higher will increase by 3% as measured by the Spring 2024 FAST and STAR PM3 assessment in both ELA and Math.

Monitoring:

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

The results of instructional coaching and professional development will be progressed monitored through quarterly assessments, FAST and STAR assessments, as well as teacher observations feedback throughout the school year. This data will be used to plan professional development activities, coaching cycles, and targeted student interventions including our at-risk ELL and SWD subgroups.

Person responsible for monitoring outcome:

Denise Mobley (denise.mobley@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize instructional coaches to facilitate collaborative planning sessions that include job embedded professional development opportunities to grow teacher's best practices, strengthen core instruction, and develop coaching cycles in order to improve student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Evidence strongly suggests that a well-designed instructional coaching program that incorporates essential professional development improves teacher practice and student performance outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Provide common planning time for each grade level to collaboratively plan with instructional coaches based on the BEST standards, progress monitoring data and targeted interventions.

2. Provide job-embedded professional development within collaborative planning sessions to grow teachers in their craft and core instruction.
3. Conduct grade level and individual data chats with teachers to analyze data for trends, targeted needs, and student goal setting.
4. Identify bottom quartile students and develop plans for targeted skill interventions.
5. Assign grade level MTSS liaisons and monthly MTSS PLCs to support each grade level with intervention resources, targeted instruction, and progress monitoring.
6. Provide parent engagement activities to promote at home strategies and skill sets for parents to assist in building their child's academic performance.
7. Instructional coaches, ESOL resource Teacher, and Title 1/ELP tutors will be used to support and provide small group intervention and foundational skill development to underperforming ESSA subgroups of students including SWD, ELL, and Hispanic.

Person Responsible: Denise Mobley (denise.mobley@hcps.net)

By When: August, 2023 through May, 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In review of our attendance report for the past year, our daily attendance continues to fall under 95% with the 2022-2023 school year daily average at 91.2%. Student's attendance is critical to student achievement. When students are out of school they miss key essential core instruction and opportunities to apply, and practice learned skills.

Measurable Outcome:

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

Pinecrest will increase our daily attendance average from 91.2% to 94% by May, 2024 according to our yearly district daily attendance report.

Monitoring:

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

Our daily attendance average will be monitored monthly through our guidance leadership team to discuss barriers and strategies for improvement and student success.

Person responsible for monitoring outcome:

Banesa Perez (banesa.perez@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Family Engagement to build strong school to family positive relationships Conduct family engagement activities and events to bring parents and caregivers in as partners in education. Provide family resource fair to connect families to community resources to reduce barriers. Creating a positive culture where students have a sense of belonging and trusted individuals for support. Home visit by student services to reengage students and families to the importance of school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the article by Jay Smink, D.Ed, and Mary S. Reimer, "Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention" research consistently finds that family engagement has a direct positive impact on children's achievement and is one of the most accurate predictors for student success in schools.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Social worker will create attendance plans for students that are at-risk.
2. Ongoing proactive parent communication and home visits.
3. Community Resource Fair during open house, family engagement events and conference nights.

4. Implement schoolwide attendance incentives:
 - a. Classes receive a popsicle party once they spell out "perfect attendance".
 - b. Weekly Grade Level Class Shoutouts for highest attendance .
 - c. Once a month random drawing. Surprise prize for that day.
 - d. Class of the Month traveling trophy based on daily attendance average.
 - e. Quarterly and End of year "Perfect Attendance" Celebrations

Person Responsible: Banesa Perez (banesa.perez@hcps.net)

By When: August, 2023-May, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Pinecrest leadership team and stakeholders reviewed academic, behavioral, and attendance data for the 2022-2023 school year compared to previous years including ongoing progress monitoring data, observation data, and available supplemental resources and materials to determine current barriers and areas of needs for our students, teachers, and school to outline our comprehensive need assessment and allocate Title 1 funds accordingly.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Pinecrest will utilize our Literacy Coach to strengthen core instruction through collaborative planning, coaching cycles and using the science of reading shifts to build best practices within our reading instruction. Core instruction continues to be a focus area as evident through our Spring 2023 STAR Reading scores with 60% in kindergarten, 53% in first grade, and 56% in second grade scoring below the 40th percentile. This data is evident and reflects a critical need to strengthen our core instruction with a focus on foundational skills to close the achievement gap and increase the percentage of students performing at or above the 40th percentile.

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

Pinecrest will utilize our Literacy Coach to strengthen core instruction through collaborative planning, coaching cycles, and job embedded learning. Our Literacy Coach will facilitate book studies that focus on making students accountable while implementing a balanced literacy approach within the classroom. Using our Literacy Coach to strengthen teachers' practices within their core instruction continues to be a focus area as evident through our Spring 2023 FAST Reading scores with 65% in 3rd grade 67% in 4th grade, and 67% scoring below a level 3. This data is evident and reflects a critical need to build best practices within our core instruction to increase student performing at a level 3 or higher.

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 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 Measurable Outcomes

K-2 students scoring proficient will increase to 50% or higher as measured by the Spring 2024 STAR ELA assessment.

Grades 3-5 Measurable Outcomes

3-5 students scoring proficient as evident through a level 3 or higher in ELA will increase to 50% or higher as measured by the Spring 2024 FAST ELA assessment.

Monitoring

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 impact student achievement outcomes.

This focus area will be progress monitored through quarterly assessments throughout the school year as well as three times a year through FAST and iReady progress monitoring. This data will be triangulated to identify at risk students, plan for targeted instruction, develop individual goals and coaching cycles for teachers.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Mobley, Denise, denise.mobley@hcps.net

Evidence-based Practices/Programs

Description:

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. §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 utilize our Literacy Coach to strengthen our core phonics instruction through UFLI planning sessions, coaching cycles, and job embedded phonics professional development.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

According to review of Educational Research article, “The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence”, by Matthew A. Kraft, David Blazar, and Dylan Hogan provides evidence of the importance of coaching as essential component in providing professional development that facilitates improvement in growing knowledge of teacher theory and practice as well as provide teachers with tools to support student learning.

Additional research found in the article, “Job-embedded Professional Learning Essential to Improving Teaching and Learning in Early Education” by Debra Pacchiano, PHD., Rebecca Klein, and Marsha Shigeyo Hawley, outlines research based evidence of the importance of job-embedded learning to increase teacher performance and student achievement. Peer Learning groups, coaching cycles, and lesson studies increase knowledge development, collaboration routines and transfer this learning to best practices in the classroom and develop highly effective teachers.

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
<ol style="list-style-type: none"> Literacy Coach will facilitate common planning session focused on unwrapping grade level standards and core phonics instruction. Literacy Coach will job embedded professional development within professional learning communities that include UFLI core phonics instruction in K-2 and small group phonics instruction in 3-5. Literacy Coach will provide model lessons and coaching cycles with teachers to provide feedback on instructional practices and next steps to enhance our phonics instruction. Literacy Coach will facilitate data analysis chats and data sorts to identify at risk students to plan for targeted phonics interventions. 	<p>Mobley, Denise, denise.mobley@hcps.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Our school improvement plan is shared through various means. During our Annual Title 1 meeting and monthly School Advisory meetings our school improvement plan is spotlighted and reviewed. Stakeholders may also access via our school website at <https://www.hillsboroughschools.org/pinecrest>. A hard copy is available in the office or provided by individual request.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Pinecrest promotes a positive culture for all stakeholders through various initiatives. We work hard to establish a safe and caring environment where our students feel valued as individuals and comfortable to advocate for their needs. Positive Behavior Interventions and Supports and Restorative Practices are used to promote positive change and growth with a focus on building strong relationships between academic success and social-emotional learning. We celebrate student academic and citizenship through our Super Pilot Program and award quarterly ceremonies. Each morning we start our day with our Pinecrest Pledge to remind students of rights and responsibilities to bring out the best in them. Students participate in awareness programs such as Start with Hello campaigns, ACT Now, Mental Health Matters, Monthly Cultural Awareness activities, and inclusion programs. We also provide a positive culture for parents to be involved in their child's education through our Parent Teacher Association, family engagement activities, and as parent volunteers. Clear and frequent home communication is provided through take home folders, teacher apps such as Remind and Class Dojo, weekly Parentlink voice, emails or text messages and our PTA Facebook. We collaborate with various community organizations to support our families' unique needs. Through community school supply

drives, we are able to provide school supplies to any student that needs assistance. We also work closely with SEEDs of Hope to provide a weekly backpack program for families in need of food over the weekend.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In review of the significant needs of our students, our staff will provide targeted skill interventions that are differentiated based on individual student's needs. We will conduct deep data dives and individual data chats to identify these at-risk students. Our instructional coaches will facilitate common planning for all grade levels to unwrap the standards to ensure that learning targets and instructional materials are aligned, provide job embedded professional development and model best teaching strategies. In addition, we will use supplemental materials to support our core instruction with a focus on foundational and phonics skills. We will conduct instructional learning walks to provide feedback, review trends, and design coaching cycles based on individual teacher needs. We will provide family engagement activities such as Literacy Night, Math Nights, and Parent Partner Days to connect student learning from school to home.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A