
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	15
III. Planning for Improvement	20
IV. ATSI, TSI and CSI Resource Review	30
V. Reading Achievement Initiative for Scholastic Excellence	31
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	36

Pinecrest Academy Four Corners

1100 S US HWY 27, Clermont, FL 34714

www.pinecrestfourcorners.com

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 Academy Four Corners will provide a safe and nurturing learning environment in which all students are able to master state and national standards. Through ongoing assessments, engaging activities, and collaboration with students and parents, we will achieve student success.

Provide the school's vision statement.

The Vision of Pinecrest Academy, Inc. is Empowering lifelong learners with the knowledge and values required for productive global leadership. As such, Pinecrest Schools are required to:

Foster an expectation of student excellence

Instill a college-bound mindset

Implement a rigorous standards-based instructional program building college readiness at every level starting at the elementary grades

Partner with parents to support the family through their child's academic career at the school and beyond

Collaborate with various stakeholders and supports to ensure quality outcomes for all students and in turn the school and consequently the entire Pinecrest family.

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
Ruperez, Toni	Principal	<p>To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.</p> <ol style="list-style-type: none"> Student Performance <ul style="list-style-type: none"> Set and enforce rigorous standards for student achievement that are in line with the goals of Pinecrest Academy Four Corners. Ensure the academic program meets or exceeds yearly student outcome goals as defined by the state of Florida accountability requirements. Organizational Leadership <ul style="list-style-type: none"> Develop organizational goals and objectives consistent with the vision, mission and values of Pinecrest Academy Four Corners. Maintain active involvement in the school improvement planning process by providing resources for decision-making and priority setting. Lead teachers and Instructional TEAM Leaders in developing a healthy school culture aligned with the vision, mission and values of the school and the region. Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families. Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents. Oversee all programs, services, and activities to ensure that program objectives are met. Ensure compliance with all local, state and federal funding sources. Manage student enrollment process to ensure that the school achieves its targeted enrollment projections. Ensure the safety and security of all students, staff, visitors, and public and property. Ensure an orderly learning environment. Ensure appropriate standards of student behavior, performance, and attendance. Ensure that all disciplinary issues are addressed fairly and immediately. Instructional Leadership <ul style="list-style-type: none"> Monitor the SIP and receive monthly reports. Work with teachers to constantly assess and improve student achievement results. Ensure use of effective, research-based teaching methodologies and practices. Implement data-driven instructional practices and lead discussions about student performance. Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. Keep abreast of successful instructional methodologies and practices. Provide high quality curricular training and resources to staff. Ensure consistencies in instruction and practice among team of teachers. Foster culture of professionalism among teachers and staff. Ensure learning environment and classroom instruction maximizes student learning. Monitor progress of all students.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Supervise and mentor all teachers. 4. Operational Leadership <ul style="list-style-type: none"> • Implement the budget development process to meet targeted requirements. • Oversee routine facilities maintenance. • Oversee management of school records and resources as necessary. • Ensure compliance of local, state, and federal laws and regulations. 5. Personnel <ul style="list-style-type: none"> • Recruit, select, and hire school staff, including teachers and school-based support staff. • Continually monitor progress on all measures of school and staff performance. • Administer Pinecrest Academy Four Corners approved personnel policies and procedures. • Ensure legal hiring and termination procedures in collaboration with Human Resources staff. • Oversee any and all disciplinary actions. • Provide for adequate supervision, training, and evaluation of all staff and volunteers. • Communicate the vision that supports the school’s goals and values. • Create an effective TEAM of people jointly responsible for the attainment of school goals and committed to achieving excellence. 6. Community Relations <ul style="list-style-type: none"> • Serve as liaison between teachers, parents, and the community. • Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the Community and a dedicated role model for other employees.
<p>Ward, Laura</p>	<p>Assistant Principal</p>	<p>Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school. Assume full responsibility of the school when the Principal is absent from the building.</p> <ul style="list-style-type: none"> ▪ Assist in achieving results on the school’s goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance. ▪ Assist in the implementation of the District’s adopted curricula and State’s

Name	Position Title	Job Duties and Responsibilities
		<p>adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments.</p> <ul style="list-style-type: none"> ▪ Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan. ▪ Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning. ▪ Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being. ▪ Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decision for effectiveness. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Assist in developing sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders. <p>Practice effective oral, written, and electronic communication skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community.</p> <ul style="list-style-type: none"> ▪ Maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school. ▪ Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. ▪ Adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, Florida Administrative Code and the Florida Leadership Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code. ▪ Demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers that include disagreement and dissent with leadership. ▪ Engage in professional learning that improves professional practice in alignment with the needs of the school system. ▪ Demonstrate willingness to accept responsibility for actions and constructive criticism for professional growth. ▪ Implement regulations as they pertain to the assigned school.

Name	Position Title	Job Duties and Responsibilities
Ocasio, Pamela	Instructional Coach	<p>The purpose of this position, under the supervision of the principal and District Office Curriculum Department, is to provide leadership at the school level in data analysis, classroom strategies, curriculum development and instructional methodology in specific content areas. Position performs at high professional level to provide program over-site and training. Performs related work as directed.</p> <p>Communicates general and technical information targeting content areas in a clear informative manner, and assists professionals in planning and implementing strategies for content area teachers.</p> <p>Facilitates dialogue through collegial discussion with the district administrative staff and school personnel. Works directly with students as well as classroom teachers.</p> <p>Assists new teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies.</p> <p>Organizes and leads staff development based on the specific needs of the students.</p> <p>Models high quality teaching, observes content area teachers in their classrooms and gives feedback to content area teachers in methodology.</p> <p>Maintains appropriate documentation of content area teacher performance and assists content area teachers in demonstrating competencies.</p> <p>Helps new teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning.</p> <p>Assists content area teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning.</p> <p>Keeps a daily accountability log.</p> <p>Attends coordination and training meetings with other coaches in district.</p> <p>Serves as a liaison between principals, assistant principals and the district offices.</p> <p>Supports program specialists, district administrators and uses instructional assessment to include screening, diagnostic testing, progress monitoring and outcome measures.</p> <p>Facilitates grade level and team meetings focusing on accomplishing the content area benchmarks.</p> <p>Performs related duties as assigned.</p>
Peguero, Noris	School Counselor	<p>The purpose of the job is to serve in a student advisement and advocacy capacity in fostering the attainment of student educational goals. Employees in this job classification are responsible for facilitating appropriate student entrance into the educational system and establishing a suitable course of academics based on identified goals and abilities of each individual student. Work includes maintaining communication, knowledge of student progress toward established goals, and providing professional counseling services. The position monitors student progress, and facilitates achievement of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>academic success. Performs related work as directed.</p> <p>Provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students</p> <p>Organizes and schedules time and work assignments to carry out the school guidance program.</p> <p>Facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student.</p> <p>Works with students in individual, group and classroom guidance settings.</p> <p>Demonstrates skills that lead to effective conferencing/counseling with students, parents and other professionals.</p> <p>Identifies and determines appropriate course of action necessary to resolve student academic issues and concerns.</p> <p>Consults with administrators, teachers, parents, and other agencies involved in meeting student needs.</p> <p>Participates in parent-teacher conferences, upon request, to interpret information, describe behavior, and develop plans leading to student success.</p> <p>Has primary responsibility for the preparation, accuracy utilization, interpretation and security of student educational records.</p> <p>Initiates a program of articulation, transition between sending and receiving schools and cooperates with administrators, teachers and other counselors in the implementation of this program.</p> <p>Provides leadership for the school's Problem Solving Method and Response to Intervention</p> <p>Process to develop educational plans for students being considered for modifications or accommodations.</p> <p>Coordinates, when appropriate, referrals to Student Services District Office for evaluation or other relevant services.</p> <p>Coordinates, when appropriate, referrals to outside agencies for counseling or other necessary services.</p> <p>Participates in multi-disciplinary team staffings for students being considered for exceptional student education programs or for 504 accommodations.</p> <p>Provides a variety of materials on education, career awareness and personal-social development for students, teachers, and parents.</p> <p>Provides leadership with school staff and students in crisis, grief and loss situations.</p> <p>Assists with other school personnel in the coordination of standardized test programs sponsored by the school, county, and state.</p> <p>Utilizes test results/scores and interprets them to the school staff, parents, and students.</p> <p>Gathers information on and coordinates the use of community services agencies and programs available to assist students.</p> <p>Plays an active role in the school improvement process.</p> <p>Works with teams to facilitate compromise and consensus building to meet student needs.</p> <p>Assists the principal and staff in the evaluation of the guidance services being rendered and provides data which serves as the basis for recommending changes within the school program.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Is knowledgeable regarding the legal responsibilities of the profession. Stays current regarding professional practices. Performs related duties as assigned.</p>
Hernandez, Sandra	Parent Engagement Liaison	<p>Under general supervision, serves as the school liaison between parents, teachers, and school personnel. The parent liaison implements and manages school-wide parenting initiatives and activities to empower parents to become positive active participants in the education of their children. Supports the principal in organization and documentation of parental involvement.</p> <p>Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of the school in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.</p> <p>Promote strategies to support successful school and family interactions. Promote the importance of communication between teachers and parents on an ongoing basis through avenues such as parent-teacher conferences, reports to parents on their children's progress, and volunteer opportunities in a language the family can understand.</p> <p>Provide assistance to parents of children served by the school, as appropriate, in understanding academic standards and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>

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.

We convene a school leadership team consisting of administrators, department heads, and grade-level coordinators. This team takes the lead in crafting the SIP. We hold regular meetings with our teaching and support staff to gather their input on areas of improvement. They provide valuable insights into curriculum, instruction, and classroom management. We host parent-teacher conferences, Parents As Liaisons (PALs), and open forums to engage parents and families. We collaborate with other Pinecrest Academy schools through our common governing board. Their involvement may include providing resources, such as support for initiatives and programs. Input from these stakeholders is carefully considered while developing the SIP. We analyze the data, feedback, and suggestions to identify key improvement areas and set strategic goals in alignment with state academic standards.

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))

Ensuring the SIP's effectiveness and its impact on student achievement is an ongoing process. The SIP is monitored and improved through this process. We conduct regular assessments and evaluations of the strategies outlined in the SIP. These assessments include analyzing student performance data, classroom observations, and feedback from teachers and staff. We closely monitor student achievement data, particularly for students with the greatest achievement gaps. This data informs our decision-making and helps us identify areas where the SIP may need adjustments. At least annually, we convene a SIP review team, which includes representatives from various stakeholder groups. Together, we assess the progress made toward our goals and make necessary revisions to the plan. Our commitment is to continuous improvement. If we identify that certain strategies are not yielding the desired results or if circumstances change, we adapt and revise the SIP accordingly, always with the ultimate goal of improving student achievement and meeting state academic standards while upholding the mission of Pinecrest Academy.

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)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	64%
Charter School	Yes
RAISE School	No
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) Black/African American Students (BLK) 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: B
School Improvement Rating History	
DJJ Accountability Rating History	

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	15	8	12	12	4	10	5	5	11	82
One or more suspensions	2	1	1	8	7	5	5	7	0	36
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment	0	0	0	14	9	18	7	9	3	60
Level 1 on statewide Math assessment	0	0	0	18	14	19	4	6	2	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	23	19	23	11	17	10	103

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	0	0	0	0	0	0	0

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	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

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	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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

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	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

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	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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

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	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

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*	65	62	53	55	64	55	61		
ELA Learning Gains				56			68		
ELA Lowest 25th Percentile				52			60		
Math Achievement*	59	68	55	51	44	42	44		
Math Learning Gains				65			47		
Math Lowest 25th Percentile				50			29		
Science Achievement*	53	61	52	49	65	54	54		
Social Studies Achievement*	85	84	68	86	66	59			
Middle School Acceleration	70	73	70		54	51			
Graduation Rate		63	74		58	50			
College and Career Acceleration		35	53		82	70			
ELP Progress	56	59	55	57	64	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	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	9
Percent Tested	100
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	32	Yes	2	
ELL	55			
AMI				
ASN				
BLK	61			
HSP	63			
MUL	60			
PAC				
WHT	67			
FRL	61			

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	24	Yes	1	1
ELL	48			
AMI				
ASN				
BLK	51			
HSP	58			

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%
MUL				
PAC				
WHT	62			
FRL	56			

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	65			59			53	85	70			56
SWD	37			26							2	
ELL	56			44							4	56
AMI												
ASN												
BLK	64			57							2	
HSP	65			53			56	78	64		7	58
MUL	60			60							2	
PAC												
WHT	66			74			53				4	
FRL	62			52			46	83	67		7	52

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	55	56	52	51	65	50	49	86				57
SWD	21			27								
ELL	33	50	46	38	65							57
AMI												
ASN												

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
BLK	62	62		43	38							
HSP	53	58	63	46	62	43	46	95				58
MUL												
PAC												
WHT	59	50		68	79		55					
FRL	50	56	52	45	64	48	39	87				60

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	61	68	60	44	47	29	54					
SWD	6			6								
ELL	71	100		53	45							
AMI												
ASN												
BLK	64	33		41	25							
HSP	59	71	63	40	47	31	45					
MUL												
PAC												
WHT	67	75		60	69		80					
FRL	53	62	47	33	42	19	41					

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	36%	52%	-16%	54%	-18%
07	2023 - Spring	65%	43%	22%	47%	18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	67%	46%	21%	47%	20%
04	2023 - Spring	68%	54%	14%	58%	10%
06	2023 - Spring	65%	46%	19%	47%	18%
03	2023 - Spring	56%	50%	6%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	76%	55%	21%	54%	22%
07	2023 - Spring	63%	47%	16%	48%	15%
03	2023 - Spring	55%	62%	-7%	59%	-4%
04	2023 - Spring	53%	59%	-6%	61%	-8%
08	2023 - Spring	50%	56%	-6%	55%	-5%
05	2023 - Spring	43%	55%	-12%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	63%	44%	19%	44%	19%
05	2023 - Spring	34%	52%	-18%	51%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	51%	33%	50%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	67%	13%	66%	14%

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.

5th grade ELA had the lowest performance for the FAST PM 3, with only 39% proficiency. 5th grade had a large ELL population that attributed to the lower proficiency. For middle school, our lowest performing component was 8th grade Math with only 50% proficient. 8th grade math consists of the lower performing students, the higher performing students are taking Algebra 1. The lowest ESSA subgroup (below 41%) is students with disabilities, the contributing factor was being a newly opened school, followed by COVID closures, it was difficult to support these students during those times as most of them were off campus and needed the most services.

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

5th grade ELA had the greatest decline for the FAST PM 3, with only 39% proficiency. Whereas last year, 5th Grade ELA had 46% proficiency on the FSA. 5th grade had a large ELL population that attributed to the lower proficiency. The lowest ESSA subgroup (below 41%) is students with disabilities, there is no prior data to compare to definitively say there is a decline from the prior year.

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.

The state average for 5th grade ELA is 54% proficient, where as our average was only 39%, this component had the greatest gap when compared to the state average. With a large population of ELL learners in 5th grade, they have a achievement gap that is larger than others due to also learning the English language. The state average for SWD proficiency in ELA is 23.7% and the school's average was 21.4%. The slight difference of 2.3% can be attributed to the students not being on campus to receive the full support and services during the COVID closures.

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

The data component that showed the most improvement for the elementary was 4th grade ELA. This component went from 38% proficiency on the 21-22 FSA to 71% proficiency on the 22-23 FAST. This can be attributed to extra tutoring opportunities for targeted students, this tutoring was given by a highly qualified instructor that is Reading Endorsed. The data component that showed the most improvement for Middle School was 6th grade Math. This component went from 55% proficiency on the 21-22 FSA to 80% proficiency on the 22-23 FAST. The improvement for 6th grade Math is also attributed to extra tutoring opportunities for targeted students. The lowest ESSA subgroup (below 41%) is students with disabilities, there is no prior data to compare to definitively say there is an improvement from the prior year. This year the students in this category will be included in the House of Excellence Academy tutoring program to make sure they show learning gains and ideally proficiency.

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

Looking at the EWS data, our ELL population had an issue with attendance. The lowest ESSA subgroup (below 41%) is students with disabilities, an area of concern would be teacher preparedness as there are several that are new to the profession or come from a background other than education. We plan to address this with additional trainings, mentoring and coaching opportunities.

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

We have strategically identified five key priorities to improve our school's performance which directly align with our school's mission and vision. First, our priority is to improve the achievement of the cohort

identified as performing below standard in the previous year. Priority two centers on providing targeted support for 8th grade Mathematics, with a particular focus on lower-level students. Given our school's small size, high achieving 8th graders are enrolled in Algebra with the remainder of students enrolled in 8th grade Math. While this aligns with our goal of instilling a college-bound mindset, we want to support students throughout their course progression. Our third priority is our Students With Disabilities population which along with the above goals is tied to our fourth priority of improving student attendance. Consistent attendance is vital to creating an effective learning environment and achieving student success, in line with our vision of collaboration with various stakeholders for quality outcomes. Lastly, we prioritize improving teacher attendance and satisfaction. A satisfied and motivated teaching staff is crucial in providing engaging activities and ensuring student success, reflecting our commitment to rigorous standards-based instruction.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**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.

Based on 2021-2022 ESSA Subgroup Data from the Needs Assessment/Analysis section Students with Disabilities (SWD) is one of our most critical areas of focus. This Area of Focus was identified as a critical area of need because the subgroup falls below 41% proficiency which shows a learning gap for the students with disabilities that needs to be addressed.

Measurable Outcome:

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

The SWD students will show growth this year in both ELA and Math, with at least 34% of students showing proficiency on the FAST PM3 by May 2024. By focusing on this area, we expect to see increases in state level data from 24% to 34%.

Monitoring:

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

FAST PM1, FAST PM2, iReady APM1, iReady APM2, iReady APM3 will be utilized to monitor progress towards the goal of increasing proficiency from 24% to 34%. These 5 points of data will help guide our instruction and targeted tutoring programs.

Person responsible for monitoring outcome:

Toni Ruperez (truperez@pinecrestfourcorners.com)

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 continue to support low performing students, to include students with disabilities, through targeted after school tutoring. Student progress is continually monitored through assessments and feedback (i.e. iReady Growth Checks, FAST Progress Monitoring, Lexile adjustments in Achieve 3000, etc.) this helps adjust the tutoring plan as needed and ensures the intervention is effective.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The first round of 6 weeks of tutoring will target Level 1 students for ELA/Math in grades 3 - 8, Level 3 "Bubble students" for 6-8 ELA and Level 2 students for 5th grade Science; data from FAST PM1. The second round of 6 weeks of tutoring will target Level 2 students for ELA/Math in grades 3 - 8, bottom 25% for 6-8 ELA and Level 1 students for 5th grade Science; Data from FAST PM2.

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.

Begin by collecting baseline data on the current proficiency levels of SWD students in ELA and Math using the FAST PM 1 Assessment, in September 2023.

Identify Tier 2 and Tier 3 Students (Ms. Gilliam, ESE coordinator in September 2023)

Provide targeted instruction to SWD through pull-outs (Interventionist are working closely with teachers, beginning in September 2023)

Update groupings as needed with additional data throughout the year.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: The first round of groupings based on FAST PM1 and iReady PM1 will be completed by September 29. Intervention will continue through to next data point.

With the students identified, utilize the Multi-Tiered System of Supports (MTSS) to and set specific proficiency goals for SWD students, with the aim of achieving at least 45% proficiency on the FAST PM3 assessment by May 2024.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: October 2023

Regularly administer the FAST and iReady assessments to monitor the ongoing progress of SWD students. This will help track their growth and identify areas that require further attention.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: Monthly/ by May 2024

Implement small group instruction sessions for SWD students. These sessions will be designed to target specific skill deficits and provide additional support. We will employ differentiated instructional strategies to meet the diverse needs of SWD students. This may include modifying assignments, providing additional resources, or offering alternative assessments according to the student's IEP.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: October 2023

Conduct regular progress review meetings involving teachers, special education staff, and parents or guardians of SWD students. These meetings will serve as opportunities to assess the effectiveness of interventions and make necessary adjustments.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: Quarterly

Maintain open communication with parents and guardians of SWD students. Involve them in the intervention process, share progress updates, and seek their input on their child's learning experience.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: Quarterly

Continuously monitor the progress of SWD students and evaluate the effectiveness of the intervention strategies. Make data-informed decisions to refine and adjust the support provided as needed.

Person Responsible: Toni Ruperez (truperez@pinecrestfourcorners.com)

By When: Monthly

#2. Positive Culture and Environment specifically relating to Teacher Attendance

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.

A positive culture and environment is an essential component to a high-achieving school. The area we chose to focus on is teacher attendance. Since returning to brick and mortar instruction after Covid-19, staff attendance rates have steadily declined and teachers are taking more time off for illness or mental health days.

Measurable Outcome:

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

This school year our goal is to have at least 25% of school days with perfect teacher attendance by the end of May, 2024.

Monitoring:

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

Teacher attendance will be monitored by our HR representative on campus. Daily reports will be sent to the leadership team regarding teacher attendance. In addition, teachers will be notified how many total personal/sick days have been used at the end of each quarter.

Person responsible for monitoring outcome:

Toni Ruperez (truperez@pinecrestfourcorners.com)

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.)

The evidence-based intervention that is being implemented for Teacher Attendance is to implement incentives. These incentives will vary from a school sponsored lunch for those that have perfect attendance for a quarter to a monetary reward for those with perfect attendance for the entire school year. In addition, absences will be tracked and teachers will be notified how many absences they have used for the year on a regular basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for choosing incentives as a way to help with teacher attendance is research indicating teachers respond well to financial incentives. Also, when teachers know they are being tracked for the amount of absences, they are more likely to stay within the allocated days instead of going over.

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.

The school administration will begin in August by analyzing teacher attendance data to identify trends and causes of absenteeism. Then the leadership team will review and refine the school's attendance policy to ensure clarity and consistency in enforcement and disseminate the policy to teachers as a refresher.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: September 30 2023

HR will Implement an early intervention system to identify teachers at risk of excessive absences and provide timely support. Continuously monitor attendance and hold individuals accountable for chronic absenteeism. A tracking form will be created and explain to our HR representative, and teachers will be notified how many absences they have used for the year on a regular basis.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: Form will be created no later than September 29, 2023.

Foster a culture of teacher engagement and recognition within the school community. Acknowledge and celebrate teachers for their dedication and commitment to attendance and overall contributions. These incentives will vary from a school sponsored lunch for those that have perfect attendance for a quarter to a monetary reward for those with perfect attendance for the entire school year.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: Quarterly

Establish open channels of communication for teachers to provide feedback on their concerns and suggestions regarding attendance. Regularly engage in constructive dialogues to address issues promptly.

Person Responsible: Laura Ward (lward@pinecrestfourcorners.com)

By When: Quarterly

#3. Instructional Practice specifically relating to ELA

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.

The data indicates that the 5th grade ELA cohort was performing below grade level with only 36% proficient. As these students are now 6th graders and as ELA is crucial to academic success, a school-wide improvement plan should address these deficiencies in any grade.

Measurable Outcome:

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

By focusing on this area, we expect to see increases in state level data from 36% to 39% as determined by FAST PM3 in May 2024. .

Monitoring:

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

iReady along with FAST PM1 and FAST PM 2 will be utilized to monitor progress towards the goal of increasing proficiency from 36% to 39%. Data chats will be held monthly, with students identified as needing support highlighted. Parents/guardians will be involved as needed to ensure a common consistency between school and home.

Person responsible for monitoring outcome:

Toni Ruperez (truperez@pinecrestfourcorners.com)

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.)

RTI is a tiered approach that provides increasingly intensive interventions based on student needs. It includes regular progress monitoring to assess the effectiveness of interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

RTI helps in the early identification of students who may be struggling academically. By monitoring their progress, educators can quickly identify those who need additional support and intervention. It llows for a tiered system of support, with interventions matched to each student's specific needs. This individualized approach ensures that students receive targeted assistance tailored to their difficulties. RTI relies on research-based interventions and strategies. Educators implement interventions that have been shown to be effective, ensuring that students receive high-quality support. By identifying students' specific needs and monitoring their progress, we can allocate resources more efficiently.

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 4 - Demonstrates a Rationale

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.

Identify students in need of support for ELA, and place them in the intensive 90-minute daily block of instruction in July and August, 2023. This will allow for more classroom minutes in the subject, as well as providing more opportunities for differentiated instruction.

Person Responsible: Toni Ruperez (truperez@pinecrestfourcorners.com)

By When: September 2023

Establish afterschool sessions for ELL students utilizing bilingual teachers to provide targeted language support and academic enrichment. These sessions will create a conducive environment for language development and academic growth, fostering the students' confidence and proficiency in both English and their home language.

Person Responsible: Toni Ruperez (truperez@pinecrestfourcorners.com)

By When: September 2023

Utilize a bilingual paraprofessional to provide one-on-one or small group support to students, helping them understand and complete assignments, reinforcing learning concepts, and ensuring that students stay engaged in the learning process. They may also assist in collecting and recording data related to student progress.

Person Responsible: Toni Ruperez (truperez@pinecrestfourcorners.com)

By When: September 2023

Data will be collected through monthly iReady assessments and FAST progress monitoring data. Data chats will be held monthly, with students identified as needing support highlighted. Parents/guardians will be involved as needed to ensure a common consistency between school and home.

Person Responsible: Toni Ruperez (truperez@pinecrestfourcorners.com)

By When: Monthly

#4. Instructional Practice specifically relating to Intervention**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.

This area of focus for our school improvement plan centers on instructional practice, specifically relating to intervention. This strategic emphasis recognizes the critical need to support students who may be experiencing academic challenges or are at risk of falling behind in their learning journey. Our plan involves implementing evidence-based interventions to provide targeted support, foster academic growth, and ensure equitable educational outcomes for all students.

Measurable Outcome:

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

The goal is to increase grade achievement levels 3 percentage points and not drop below 50%, as determined by FAST PM3 in May 2024.

Monitoring:

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

Data will be collected through monthly iReady assessments and FAST progress monitoring data. Data chats will be held monthly, with students identified as needing support highlighted. Parents/guardians will be involved as needed to ensure a common consistency between school and home.

Person responsible for monitoring outcome:

Toni Ruperez (truperez@pinecrestfourcorners.com)

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.)

The school will use Differentiated Instruction to provide instructional interventions. Differentiated instruction is a student-centered approach that tailors teaching to meet individual students' diverse learning needs, abilities, and interests within a single classroom through individualization and flexible grouping.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using Differentiated Instruction lies in its proven effectiveness in enhancing student learning outcomes. Research consistently demonstrates that tailoring instruction to students' individual needs and learning styles leads to increased student engagement, improved academic achievement, reduced achievement gaps, and higher motivation to learn. By addressing diverse learning profiles, Differentiated Instruction aligns with the principles of personalized learning and promotes equity in education, making it a compelling and research-supported pedagogical approach.

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.

Shift the bell schedule to a block schedule to facilitate increased classroom minutes in needed subject areas.

Person Responsible: Toni Ruperez (truperez@pinecrestfourcorners.com)

By When: First Day of school SY24

Identify students needs using SY23 FAST PM3 data to determine what students need the daily 90 minute block class.

Person Responsible: Toni Ruperez (truperez@pinecrestfourcorners.com)

By When: September 2023.

Data will be collected through monthly iReady assessments and FAST progress monitoring data. Data chats will be held monthly, with students identified as needing support highlighted. Parents/guardians will be involved as needed to ensure a common consistency between school and home.

Person Responsible: Toni Ruperez (truperez@pinecrestfourcorners.com)

By When: Monthly, ending May 2024

Data will be collected through monthly iReady assessments and FAST progress monitoring data. Data chats will be held monthly, with students identified as needing support highlighted. Parents/guardians will be involved as needed to ensure a common consistency between school and home.

Person Responsible: Toni Ruperez (truperez@pinecrestfourcorners.com)

By When: Monthly, ending 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).

Annually, stakeholders collaboratively develop a School Improvement Plan (SIP) based on the needs of the school which specifically outlines the expectations for student learning. In addition, Pinecrest Academy Four Corners utilizes school Climate Surveys completed by parents, staff, and students as an evaluation tool to assess the overall effectiveness of the school's program and success, and areas of critical need. After identifying the areas from the needs assessment, the school reviews financial resources to allocate funding aimed at meeting those needs. The SIP contains specific objectives, strategies, goals, assessments, and evaluations in place to ensure that the curriculum, instructional strategies, and student performance are revisited on an on-going basis throughout the year. As a K-8 school, the SIP and subsequent school actions integrate goals across a grade level continuum that are supported through utilization of State approved curriculum. To ensure equity for all students, data from categorical subgroups defined by the Every Student Succeeds Act (ESSA) and reported through State assessment results, are triangulated with external assessments such as I-ready diagnostic testing and qualitative data such as the School's parent survey to define school SIP goals.

The school also completes an annual Measurable Results Assessment (MRA), a validated survey used to collect, analyze, and report on student, staff, family, and school-level outcomes. The scores within the report serve to celebrate progress and inform decisions on where to effectively focus time and resources. Scores range from 0-49 for Ineffective, 50-69 for Needs Improvement, 70-79 for Satisfactory, 80-89 for Effective, and 90-100 for Exemplary.

This year, tutoring was identified as a need, and grant funding was allocated to providing those interventions. Additional interventions during the school day are funded by a mix of grant and school FEFP funding.

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

At this time, we do not have any grade levels that show indications based on data that 50% would score below a Level 3.

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

61% of 5th grade ELA did not meet proficiency in ELA for the 2023 FAST PM3. The lowest category for this grade level was "Reading across the genres and vocabulary performance." The instructional practice that will help the most is to increase the use of non-fiction sources and employ reading strategies during Science instruction. This will increase student exposure to content area vocabulary and meet comprehension benchmarks.

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

At this time, we do not have any grade levels that show indications based on data that 50% would score below a Level 3.

Grades 3-5 Measurable Outcomes

In 2023, only 39% of 5th graders were proficient in ELA on the FAST PM3. The goal is to have at least 50% of this year's 6th grade ELA students proficient by the FAST PM3 in 2024.

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.

In order to reach our goal of at least 50% of our now 6th grade students to show proficiency in ELA we will use several progress monitoring tools. Students use FAST PM1 and PM2, iReady PM1, PM2 and PM3 which together is 5 data points to monitor their progress and growth. These students are also in Intensive Reading for 90 minutes every other day. Instruction will be responsive to the progress monitoring data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Ocasio, Pamela, pocasio@pinecrestfourcorners.com

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?

The 6th grade ELA core curriculum is Amplify ELA, the program has a strong research base behind its approach to differentiation and how it challenges all students to work critically and successfully with complex text. The in-program assessments provide progress monitoring data that will be used in quarterly data chats with teachers and students. Amplify meets Florida's definition of evidence-based with a strong category, it is aligned with K-12 Comprehensive Evidence-based Reading Plan, and it is aligned with the B.E.S.T. ELA Standards.

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?

The programs were selected from the approved core list provided by the Florida Department of Education. Amplify ELA includes 60% non-fiction text with direct, explicit vocabulary instruction. Amplify ELA has met criteria the FLDOE has to provide evidence based instruction for the target population.

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

Action Step 1: Schedule of Classroom Observations for the 6th Grade ELA Teacher

We will initiate a schedule of classroom observations specifically targeting the 6th-grade ELA teacher. This action step is essential to gain a deeper understanding of the teacher's instructional practices, identify strengths, and pinpoint areas where additional support may be needed. The observers will use a structured observation tool that focuses on key literacy-related instructional strategies, such as reading comprehension techniques, vocabulary development, and differentiated instruction. Observations will be conducted at various times throughout the academic year to capture a comprehensive view of the teacher's instructional practices and their evolution over time. A detailed analysis of the 6th-grade ELA teacher's instructional practices will be compiled, highlighting areas of effectiveness and areas in need of improvement.

Ward, Laura,
lward@pinecrestfourcorners.com

Action Step 2: Provide Opportunities for Collaboration Between ELA, Science, and Social Studies

We will facilitate collaboration between STEM and ELA/Social Studies teachers. This action step recognizes the importance of building a school-wide culture of literacy and shared instructional strategies. Time during staff meetings will be scheduled to bring together teachers from ELA/Social Studies and STEM departments. During these meetings, teachers will share effective instructional strategies that promote reading comprehension and literacy skills within their respective subjects. Teachers will have a shared understanding of effective literacy strategies and instructional techniques. Students will benefit from a cohesive approach to literacy development across subjects, reinforcing their reading comprehension skills and overall academic success.

Literacy Coaching

Action Step 1: Vocabulary Instruction Workshops

Our instructional coach will provide professional learning opportunities for ELA and content area teachers specifically focusing on high-yield vocabulary instructional strategies. This action step aims to enhance teachers' expertise in vocabulary instruction, which is critical for improving students' reading comprehension and academic success across subjects. The instructional coach will hold training sessions dedicated to vocabulary instruction strategies. These sessions will explore research-based vocabulary instructional strategies, such as word mapping, context clues, word walls, and tiered vocabulary instruction. Teachers will have the opportunity to practice these strategies and receive feedback on their implementation. Teachers will integrate these high-yield vocabulary instructional strategies into their lessons.

Ocasio, Pamela,
pocasio@pinecrestfourcorners.com

Action Step 2: Vocabulary Planning Collaboratives

The instructional coach will set collaborative planning sessions focused on vocabulary development. These sessions will foster a shared understanding and commitment to vocabulary instruction across the school. During these sessions, teachers will collaboratively plan vocabulary-rich lessons and units that align with their curriculum. They will share strategies, resources, and best practices. The instructional coach will demonstrate how to differentiate vocabulary instruction to meet the diverse needs of students.

Action Step	Person Responsible for Monitoring
<p>Assessment</p> <p>Action Step 1: Student Data Chats We will implement quarterly data chats with students who have been identified as not meeting state expectations in ELA using iReady and PM data. These data chats aim to empower students by involving them in their own assessment and goal-setting processes. A schedule of quarterly data chats will be established, involving students who require additional support in ELA. These chats will be conducted by teachers or instructional coaches. During the data chats, students will be provided with their assessment results, clearly showing their strengths and areas needing improvement. At these meetings, specific and achievable goals will be set for the students.</p> <p>Action Step 2: Teacher Data Chats We will establish monthly data chats with teachers. These sessions will focus on analyzing assessment data to inform instructional adjustments and enhance teaching strategies, specifically focusing on areas where students may be struggling. During these data chats, teachers will collaboratively analyze assessment data, identify common trends or challenges, and discuss strategies to address these issues. Adjustments to curriculum, teaching materials, and classroom strategies will be made as needed to better align instruction with desired assessment results. Continuous improvement in instructional approaches should lead to better student performance on assessments, resulting in enhanced overall learning outcomes.</p>	<p>Ward, Laura, lward@pinecrestfourcorners.com</p>
<p>Professional Learning</p> <p>Action Step 1: Exemplar Sharing Workshops The Instructional coach will provide professional learning opportunities to teachers on the effective facilitation of identification and sharing of student exemplars. This action step aims to equip teachers with the skills and knowledge to identify areas of growth and showcase student work that meets or exceeds expectations. During the workshops, teachers will learn how to identify areas where students are making progress and achieving. They will learn techniques for identifying exemplar work that aligns with specific growth areas and practice the process of selecting and presenting student exemplars, including how to provide constructive feedback to students based on these examples.</p> <p>Action Step 2: Peer Review and Collaboration Sessions In addition to Exemplar Sharing Workshops, peer review and collaboration will be promoted as an ongoing practice to enhance teachers' professional development. We encourage teachers to learn from one another and refine their identification and sharing of student exemplars skills. Regular peer review sessions will be scheduled where teachers can share and review student exemplars related to identified areas of growth. These sessions will focus on constructive feedback and discussions about the strengths and areas for improvement in the presented exemplars.</p> <p>We want to emphasize the importance of professional learning and collaboration in facilitating the identification and sharing of student exemplars, ultimately contributing to improved teaching practices and student success.</p>	<p>Ward, Laura, lward@pinecrestfourcorners.com</p>

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			9027 - Pinecrest Academy Four Corners	Other Federal		\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			9027 - Pinecrest Academy Four Corners	Other Federal		\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			9027 - Pinecrest Academy Four Corners	Other Federal		\$0.00
4	III.B.	Area of Focus: Instructional Practice: Intervention				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			9027 - Pinecrest Academy Four Corners	Other Federal		\$0.00
					Total:	\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No