Pinecrest Academy Tavares School

2023-24

Schoolwide Improvement Plan (SIP)

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Pinecrest Academy Tavares

2550 HUFFSTETLER DR, Tavares, FL 32778

pinecresttavares.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.

The mission of Pinecrest Academy Tavares is to: Provide Individualized instruction, in a Nurturing environment, Ensuring College and career success, using Rigor, relevance, and relationships to Empower Students to become Tomorrow's global leaders.

Provide the school's vision statement.

Empowering lifelong learners with knowledge and values required for productive global leadership.

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
Belton, Dianna	ELL Compliance Specialist	Visit classrooms, demonstrate strategies, model best practices on an ongoing basis using data to inform instruction and provide specific feedback to build instructional practice. Support schools in maintaining English Language Learners (ELL) folders, coordinating and scheduling Limited English Proficiency (LEP) Committee Meetings and updating LEP Star. Coordinate and support parent communication and participation. Demonstrate expertise in the Florida Standards, Webb's Depth of Knowledge (DOK), the Marzano teaching and learning system, and the district scope and sequence and supporting curriculum documents. Ensure appropriate interventions and accommodations are available and utilized by classroom teachers. Coordinate, monitor, and support district programs and resources identified for English Language Learners. Attend district professional learning and disseminate district information. Organize and lead staff development focused on district initiatives, research-based best practices, and established standards. Provide professional development and job-embedded training in strategies focusing on supporting English Language Learners (ELLs) to achieve English proficiency. Assist teachers in ensuring that students with limited proficiency in English learn the language and master academic content standards. Assist teachers in the effective use of data and data systems to inform instruction and meet Annual Measurable Achievement Objectives (AMAOs). Provide support with testing accommodations. Utilize current technology, as appropriate, to perform job functions and participate in training programs offered to increase technology skill level and proficiency related to job assignment. Perform related duties as directed.
Schank, Rebecca	Principal	Plans, organizes and implements all School Board goals and objectives; executes all activities toward achievement of established goals and objectives; develops and implements School policies and procedures. Provides effective leadership to the assigned elementary school community in fulfilling the goals and objectives as such relates to the short and long-range initiatives of the School Board.

Name	Position Title	Job Duties and Responsibilities
		Effectively demonstrates satisfactory or above performance on the Florida Principal
		Competencies while performing all duties, as well as keeps abreast of changes and development
		in the profession by attending professional meetings, reading professional journals, and
		discussing trends of mutual interest with others in the field.
		Plans, directs, and conducts staff meetings to discuss policy changes, instructional programs,
		potential problems, and resolutions of existing problems and other school related issues;
		interprets and ensures all district policies, State Statutes, and State Board Rules are adhered to.
		Participates in the recruiting, screening, hiring, training, assigning, and evaluating of the school's
		personnel; supervises and evaluates the performance of all personnel annually, according to
		board policy.
		Establishes policies and procedures to provide control and leadership in the event of school crisis
		and /or civil disobedience.
		Establishes guidelines for desirable student conduct with respect to the district's suspension and
		expulsion policy and procedures; establishes and implements attendance, conduct, disciplinary,
		health, and medication procedures.
		Administers transportation and other special services.
		Assumes responsibility for all official school correspondence, media releases, and keeps the
		Superintendent or his designee abreast of school activities and concerns.
		Develops and participates in School Advisory Councils, Parent-Teacher Organizations, and other
		community groups promoting the enhancement and development of school programs; develops
		positive school/community relations.
		Directs and manages the guidance program and curriculum to enhance individual student
		education and development; supervises the school's teaching process, i.e., master schedule and
		teaching assignments based on student needs.
		Administers the policies and procedures of documentation and reporting functions of school
		records, e.g., FTE, Title I, ESE, Pupil Accounting, attendance, school budget, expenditure of
		funds.
		Develops long-range and short-range facility needs at assigned school; directs the establishment
		of adequate property/inventory records and assumes the responsibility for the safety, care, and

Name	Position Title	Job Duties and Responsibilities
		maintenance of assigned school. Leads and manages the development of personnel through training, in-service, and other developmental activities that are linked to student results, the School Improvement Plan, Florida Code of Ethics, Principals of Professional Conduct, Individual Professional Development plans, etc. Plans, prepares, and analyzes an annual school budget request and monitors the expenditures of allocated funds. Performs other duties as directed.
Falatach, Becki	Teacher, Adult	Provides professional instruction and teaching to a diverse population of students as appropriate to the specified course or discipline and academic level, e.g., LEP students, advanced and remedial students, disabled students. Adheres to established standards regarding curriculum delivery and requirements as established by the School District and applicable educational systems appropriate to the specified course of discipline. Organizes and effectively communicates class/course objectives, standards and requirements for successful achievement, e.g., syllabi, tests, specific tasks. Provides guidance and assistance to students as needed in order to ensure appropriate assimilation of the class/course content in an effort to support student success and achievement. Ensures all appropriate measures are in effect for special needs students. Administers tests and conducts evaluation and grading as applicable to the students' specific assignments. Calculates student scores and grades and submits students' final class/course grade(s). Identifies and determines appropriate course of action necessary for the resolution of students' academic issues and concerns. Refers advanced disciplinary issues to appropriate staff/personnel. Performs related duties as assigned.
Farlow, Reanna	School Counselor	Provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students Organizes and schedules time and work assignments to carry out the school guidance program. Facilitates academic successes as the student navigates the

Name	Position Title	Job Duties and Responsibilities
		educational process based on identified goals and abilities of each student. Works with students in individual, group and classroom guidance settings. Demonstrates skills that lead to effective conferencing/counseling with students, parents and other professionals. Identifies and determines appropriate course of action necessary to resolve student academic issues and concerns. Consults with administrators, teachers, parents, and other agencies involved in meeting student needs. Participates in parent-teacher conferences, upon request, to interpret information, describe behavior, and develop plans leading to student success. Has primary responsibility for the preparation, accuracy utilization, interpretation and security of student educational records. 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. Provides leadership for the school's Problem Solving Method and Response to Intervention Process to develop educational plans for students being considered for modifications or accommodations. Coordinates, when appropriate, referrals to Student Services District Office for evaluation or other relevant services. Coordinates, when appropriate, referrals to outside agencies for counseling or other necessary services. Participates in multi-disciplinary team staffings for students being considered for exceptional student education programs or for 504 accommodations. Provides a variety of materials on education, career awareness and personal-social development for students, teachers, and parents. Provides leadership with school staff and students in crisis, grief and loss situations. Assists with other school personnel in the coordination of standardized test programs sponsored by the school, county, and state. Utilizes test results/scores and interprets them to the school staff, parents, and students. Gathers information on and coordinates the use of community services agencies and programs

Name	Position Title	Job Duties and Responsibilities
		available to assist students. Plays an active role in the school improvement process. Works with teams to facilitate compromise and consensus building to meet student needs. 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. Is knowledgeable regarding the legal responsibilities of the profession. Stays current regarding professional practices. Performs related duties as assigned.
Scrubbs, James	Assistant Principal	Assists in the planning, organization and implementation of all School Board goals and objectives; coordinates and integrates all activities toward achievement of established goals and objectives; assists in the development and implementation of School policies and procedures. Provides effective leadership to the assigned elementary school community in fulfilling the goals and objectives as such relates to the short and long-range initiatives of the School Board. Keeps abreast of changes and development in the profession by attending professional meetings, reading professional journals, and discussing trends of mutual interest with others in the field. Plans, attends, and conducts staff meetings to discuss policy changes, instructional programs, potential problems, and resolutions of existing problems and other school related issues; interprets and enforces all district policies, State Statutes, and State Board Rules. Participates in the recruiting, screening, hiring, training, assigning, and evaluating of the school's personnel; assists in the supervision and evaluation of all personnel. Enforces policies and procedures to provide control and leadership in the event of school crisis and /or civil disobedience. Assists in the development of guidelines for desirable student conduct with respect to the district's suspension and expulsion policy and procedures; assists in the development of attendance, conduct, disciplinary, health, and medication procedures. Participates in School Advisory Councils, Parent-Teacher Organizations, and other community groups promoting the enhancement and development of school programs; promotes positive school/community relations.

Name	Position Title	Job Duties and Responsibilities
		Supervises the guidance program and curriculum to enhance individual student education and development; supervises the school's teaching process, i.e., master schedule and teaching assignments based on student needs. Performs other duties as directed.
Thompson, Jami	Assistant Principal	Assists in the planning, organization and implementation of all School Board goals and objectives; coordinates and integrates all activities toward achievement of established goals and objectives; assists in the development and implementation of School policies and procedures. Provides effective leadership to the assigned elementary school community in fulfilling the goals and objectives as such relates to the short and long-range initiatives of the School Board. Keeps abreast of changes and development in the profession by attending professional meetings, reading professional journals, and discussing trends of mutual interest with others in the field. Plans, attends, and conducts staff meetings to discuss policy changes, instructional programs, potential problems, and resolutions of existing problems and other school related issues; interprets and enforces all district policies, State Statutes, and State Board Rules. Participates in the recruiting, screening, hiring, training, assigning, and evaluating of the school's personnel; assists in the supervision and evaluation of all personnel. Enforces policies and procedures to provide control and leadership in the event of school crisis and /or civil disobedience. Assists in the development of guidelines for desirable student conduct with respect to the district's suspension and expulsion policy and procedures; assists in the development of attendance, conduct, disciplinary, health, and medication procedures. Participates in School Advisory Councils, Parent-Teacher Organizations, and other community groups promoting the enhancement and development of school programs; promotes positive school/community relations. Supervises the guidance program and curriculum to enhance individual student education and development; supervises the school's teaching process, i.e., master schedule and teaching assignments based on student needs. Performs other duties as directed.

Name	Position Title	Job Duties and Responsibilities
Zimmermann, Sarah	Teacher, K-12	Provides professional instruction and teaching to a diverse population of students as appropriate to the specified course or discipline and academic level, e.g., LEP students, advanced and remedial students, disabled students. Adheres to established standards regarding curriculum delivery and requirements as established by the School District and applicable educational systems appropriate to the specified course of discipline. Organizes and effectively communicates class/course objectives, standards and requirements for successful achievement, e.g., syllabi, tests, specific tasks. Provides guidance and assistance to students as needed in order to ensure appropriate assimilation of the class/course content in an effort to support student success and achievement. Ensures all appropriate measures are in effect for special needs students. Administers tests and conducts evaluation and grading as applicable to the students' specific assignments. Calculates student scores and grades and submits students' final class/course grade(s). Identifies and determines appropriate course of action necessary for the resolution of students' academic issues and concerns. Refers advanced disciplinary issues to appropriate staff/personnel. Performs related duties as assigned.

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.

Leadership team reviews all data with stakeholders, as well as resources and support available from the community. We share trends and struggles, and collaborate to develop strategic plans and goals.

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))

Performance monitoring involves regularly collecting and analyzing data to track progress against targets and goals. Performance monitoring can help identify whether key elements of a theory of action or logic model are being implemented as planned and whether the intervention is meeting interim goals and

milestones and suggests ways the intervention could be changed for continuous improvement. Performance information will provide insight into whether the expected outcomes are being achieved.

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	51%
2022-23 Economically Disadvantaged (FRL) Rate	39%
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A
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	8	3	17	6	5	9	4	0	0	52
One or more suspensions	1	3	0	2	0	1	7	7	6	27
Course failure in English Language Arts (ELA)	4	4	2	2	3	5	6	1	2	29
Course failure in Math	4	2	1	2	3	5	5	1	2	25
Level 1 on statewide ELA assessment	0	0	0	6	6	10	14	4	6	46
Level 1 on statewide Math assessment	0	0	0	6	14	11	19	2	8	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	23	14	12	17	17	0	0	0	118
	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	1	2	2	2	3	5	4	1	0	20

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	4	3	2	2	4	5	0	0	0	20
Students retained two or more times	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	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	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	

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	

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	
Students retained two or more times	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	8	3	17	6	5	9	4	0	0	52
One or more suspensions	1	3	0	2	0	1	7	7	6	27
Course failure in ELA	4	4	2	2	3	5	6	1	2	29
Course failure in Math	4	2	1	2	3	5	5	1	2	25
Level 1 on statewide ELA assessment	0	0	0	6	6	10	14	4	6	46
Level 1 on statewide Math assessment	0	0	0	6	14	11	19	2	8	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	23	14	12	17	17	0	0	0	118

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	1	2	2	2	3	5	4	1	0	20

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	2	2	4	5	0	0	0	20
Students retained two or more times	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*	73	62	53	74	64	55	79		
ELA Learning Gains				68			62		
ELA Lowest 25th Percentile				54			60		
Math Achievement*	69	68	55	68	44	42	79		
Math Learning Gains				53			50		
Math Lowest 25th Percentile				52			33		
Science Achievement*	65	61	52	56	65	54	87		
Social Studies Achievement*	96	84	68	93	66	59			
Middle School Acceleration	87	73	70		54	51			
Graduation Rate		63	74		58	50			
College and Career Acceleration		35	53		82	70			
ELP Progress	71	59	55	73	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	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	591
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	36	Yes	2	
ELL	61			
AMI				
ASN	85			
BLK	65			
HSP	73			
MUL	85			
PAC				
WHT	80			
FRL	72			

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	36	Yes	1	
ELL	57			
AMI				
ASN				
BLK	60			
HSP	62			
MUL	70			
PAC				
WHT	66			
FRL	59			

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	73			69			65	96	87			71
SWD	40			40			15				4	
ELL	59			52							3	71
AMI												
ASN	85			85							2	
BLK	61			56							3	
HSP	70			58			59	100	73		7	75
MUL	85			85							2	
PAC												
WHT	75			74			65	100	94		6	
FRL	69			61			61	100	73		6	

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	74	68	54	68	53	52	56	93				73
SWD	35	36	20	38	50							
ELL	50	62		38	64							73
AMI												
ASN												
BLK	71	70		50	45		64					
HSP	64	66	54	58	47	54	40	91				80
MUL	75	46		88	69							
PAC												
WHT	78	72	54	73	52	41	63	95				
FRL	61	61	43	58	47	59	53	90				

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	79	62	60	79	50	33	87					
SWD	31			38								
ELL												
AMI												
ASN												
BLK	67			73								
HSP	72	86		75	57							
MUL												
PAC												
WHT	81	58		79	56		95					
FRL	68	74		73	47	40	62					

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	73%	52%	21%	54%	19%
07	2023 - Spring	83%	43%	40%	47%	36%
08	2023 - Spring	65%	46%	19%	47%	18%
04	2023 - Spring	75%	54%	21%	58%	17%
06	2023 - Spring	65%	46%	19%	47%	18%
03	2023 - Spring	72%	50%	22%	50%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	51%	55%	-4%	54%	-3%
07	2023 - Spring	76%	47%	29%	48%	28%
03	2023 - Spring	84%	62%	22%	59%	25%
04	2023 - Spring	71%	59%	12%	61%	10%
05	2023 - Spring	72%	55%	17%	55%	17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	52%	10%	51%	11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	51%	26%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	49%	51%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	60%	8%	63%	5%

| CIVICS | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	67%	29%	66%	30%

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 Science was our lowest performance area with 62% proficiency. While this was our lowest performance area overall, it was an increase of 8% as we were 56% proficient in the 21-22 school year.

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

Algebra EOC showed the greatest decline going to 87% proficient in the 21-22 school year to 77% proficient in the 22-23 school year. This was a decline of 10%. One of the factors that contributed to the decline in the scores was that for the 21-22 school year, only our highest 7th grade students were placed in Algebra 1. For the 22-23 school year, all 8th graders who had not taken Algebra 1 previously and our highest achieving 7th graders took the Algebra EOC. For our struggling math students in 8th grade, Algebra 1 was a challenge.

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.

We scored higher than the state in every tested area. The only area that we were lacking was the SWD subgroup for the 21-22 school year which was 36% and did not meet the 41% requirement.

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

5th grade science was our area that showed the most improvement. We went from 56% to 62% proficient. This was a 6% increase. We have been focusing on reading in the content area in all grade levels as well as focusing on vocabulary instruction.

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

Student attendance rates is an area of concern based on EWS data. Based on data, students who miss over the 10% of school days are also students who are struggling in their course work.

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

We would like to decrease the number of students who have over the 10% absence rate. Additionally, we want to see an increase in learning gains and proficiency for our student with disabilities. (SWD)

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

#1. 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.

Based on our data, we had 0.06 % of our students who missed over 10% of the school year and instruction due to absences. The data showed that these students were receiving Tier 2 or Tier 3 intervention or identified as ESE, and their absences impacted their academics and growth. When students are not in attendance, they do not have full access to instructions, and therefore is has a negative impact on their ability to show growth and proficiency with grade level material,.

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

The attendance of our students receiving interventions and identified as ESE will decrease from 0.06% to 0.03% for the 23-24 school year.

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

At our month grade level data chat meetings, attendance of students receiving interventions and/or identified as ESE missing 10 or more days on Focus will be reviewed, monitored, and discussed. Counselors will reach out to families to provide any support needed to increase student attendance.

Person responsible for monitoring outcome:

Reanna Farlow (rfarlow@pinecresttavares.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.)

Consistent communication from teacher regarding any absences, attendance notices that are sent home after every 10 days missed, along with counselor follow up phone calls to families.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that consistent and positive contact with families increase student and family engagement in the educational setting. When students and families are reached out to, it reinforces that they are an important part of our school community and their education is important to all stakeholders.

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 2 - Moderate 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.

Reviewing the importance of attendance and attendance policies at the beginning of the year with all stakeholders.

Person Responsible: Rebecca Schank (rschanck@pinecresttavares.com)

By When: This was completed the first week of school, Friday, August 12th. Every 4.5 weeks, this same process is completed at our monthly data chat meetings. This ensures continuous monitoring of our goal and enables us to make adjustments as necessary.

#2. 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.

For the 21-22 school year, our students with disabilities (SWD) subgroup was at 36% learning gains, which did not meet the state requirement of 41%.

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

By focusing on growth for our students with disabilities, we expect to see an increase from 36% learning gains to 41% learning gains for the 23-24 school year.

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

SWD will be progress monitored weekly with iReady, as well as reviewing iReady & FAST Testing Data after BOY and MOY data is available. We will be looking at student growth, and using data to drive interventions and instruction so all students can show growth.

Person responsible for monitoring outcome:

Rebecca Schank (rschanck@pinecresttavares.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.)

Florida Center for Reading Research (FCRR) will be used to implement strategic and targeted interventions and instruction based on student data. Early Interventions in Reading (EIR) is implemented in grades K-2 and Reading Success for Grades 3-8th is implemented for interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

FCRR is research based and teachers have been trained and will continue to receive training on implementing the Science of Reading. (SOR) Early Interventions in Reading is researched based an a Tier 1 intervention.

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.

Review SWD baseline data, develop intervention and instructional groups with direct instruction utilizing FCRR. iReady Grade Level Scaffolding Report and instructional materials will also be used to for instruction. Progress monitor SWD weekly with reading fluency and iReady to ensure positive trendline and student growth.

Person Responsible: Rebecca Schank (rschanck@pinecresttavares.com)

By When: Baseline data collection will be complete by September 15th and all supporting data and progress monitoring will be reviewed at monthly data chat meetings with all school stakeholders.

#3. Instructional Practice specifically relating to Math

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.

Our area of focus will be 6th grade math instruction. Our 6th grade students scored 4% lower than the district 6th graders in math for the 22-23 school year. They scored 3% lower than the state for the 22-23 school year.

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

Our 6th grade students will be 54% proficient in the area of math for the 23-24 school year, based on FAST PM3 data.

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

This area of focus will be monitored with FAST PM1 & PM2 to help drive instruction. iReady AP1 and AP2 will also give additional information in order to address weak areas and drive instruction to reach the goal.

Person responsible for monitoring outcome:

Rebecca Schank (rschanck@pinecresttavares.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.)

iReady My Path and Pre-requisite report for teacher led iReady lessons.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

iReady My Path enables students to fill in the gaps that they may have in skills, while the pre-requisite report ensures that missing skills are front-loaded to students so that they will be able to more successfully access grade level content.

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.

Review 6th grade math baseline data, develop intervention and instructional groups with direct instruction utilizing iReady My Path and iReady Pre-Requisite Report Lessons. Progress monitor weekly to ensure positive trendline and student growth.

Person Responsible: Rebecca Schank (rschanck@pinecresttavares.com)

By When: This has already occured, and will continue to be adjusted based on student need by January 15th after PM2 and iReady AP2 has been completed.

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).

N/A

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

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

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

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

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.

BOY, MOY, and EOY data along with progress monitoring data will be reviewed monthly at grade level data chat meetings. Progress Monitoring is being done weekly for all students who are in the lowest 25th percentile or who have received a Level 1 or Level 2. Classroom walk throughs occur weekly, peer to peer observations are being conducted. Data will drive instruction and interventions needed throughout the school year. Parent and community stakeholders are updated monthly on any new data at our monthly HERD Family Meetings.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Schank, Rebecca, rschanck@pinecresttavares.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?

Yes.

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?

FCRR is evidence based and state recommended and instruction is designed to meet the specific needs of our students with disabilities. The Science of Reading (SOR) has been proven by research as effective instruction for SWD as well as all students.

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

This is not an area of concern, as we do not have any grade levels that fall into this category.

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.

N/A

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))

N/A

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)

N/A

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

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

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: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00

3	III.B.	Area of Focus: Instructional Practice: Math	$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