

Orange County Public Schools

Pinecrest Collegiate Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Pinecrest Collegiate Academy

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[no web address on file]

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Providing individual 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.

The vision of Pinecrest Academy, Inc. is to empower 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 |
|----------------|----------------|---|
| Brown, Jessica | Principal | As the principal of the school, I oversee the daily facility operations as well as monitor the daily schedule between teacher/student. More so, I conduct data chats with the teacher of Pinecrest Collegiate along with monitor state assessment data. |

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.

The principal met with the 6th grade teacher, along with the assistant principal, staffing specialist and two parent liaisons to create a plan for the 2023-2024 school year as to how the SIP will improve the observed data points needing to be addressed.

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))

The SIP will be monitored through ongoing triangulation of data points directly addressing benchmark achievements for identified SIP goals. Therefore, after PM1 has been administered, the stakeholders (as mentioned above), will meet to discuss the findings from both the PM1 ELA and Math along with i-Ready diagnostic #1 ELA and Math. If the data does not align to SIP goals, the team will address the necessary instructional practices through the MTSS process to ensure continuous improvement. Continual

reevaluation of benchmark achievement for school improvement goals will take place throughout the year utilizing data from PM2, PM3, and i-ready diagnostic #2 and #3.

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) | High School 6-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | [Data Not Available] |
| 2022-23 Economically Disadvantaged (FRL) Rate | 0% |
| Charter School | Yes |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| 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) | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in English Language Arts (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 |

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 |
|---|-------------|-------|
| Absent 10% or more school days | | |
| One or more suspensions | | |
| Course failure in English Language Arts (ELA) | | |
| Course failure in Math | | |
| Level 1 on statewide FSA ELA assessment | | |
| Level 1 on statewide FSA Math assessment | | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | | |

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

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified retained:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

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 | |
| Absent 10% or more school 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 English Language Arts (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 FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide FSA 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 | |
| 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 | |
| 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 |

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* | 75 | 49 | 50 | 92 | 49 | 51 | 62 | | |
| ELA Learning Gains | | | | 92 | | | 55 | | |
| ELA Lowest 25th Percentile | | | | | | | | | |
| Math Achievement* | 75 | 34 | 38 | 92 | 36 | 38 | 85 | | |
| Math Learning Gains | | | | 75 | | | 73 | | |
| Math Lowest 25th Percentile | | | | | | | | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 58 | 66 | 64 | | 31 | 40 | | | |
| Social Studies Achievement* | | 66 | 66 | | 43 | 48 | | | |
| Middle School Acceleration | | | | | 44 | 44 | | | |
| Graduation Rate | | 87 | 89 | | 62 | 61 | | | |
| College and Career Acceleration | | 65 | 65 | | 70 | 67 | | | |
| ELP Progress | 55 | 45 | 45 | | | | | | |

* 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) | N/A |
| OVERALL Federal Index – All Students | 69 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 345 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 88 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 351 |
| Total Components for the Federal Index | 4 |
| 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 | 35 | Yes | 1 | |
| ELL | 69 | | | |
| AMI | | | | |
| ASN | 87 | | | |
| BLK | 50 | | | |
| HSP | 73 | | | |
| MUL | 78 | | | |
| PAC | | | | |
| WHT | 80 | | | |
| FRL | 70 | | | |

| 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 | | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | | | | |

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 | 75 | | | 75 | | | 58 | | | | | 55 |
| SWD | 40 | | | 30 | | | | | | | 2 | |
| ELL | 70 | | | 83 | | | | | | | 3 | 55 |
| AMI | | | | | | | | | | | | |
| ASN | 84 | | | 89 | | | | | | | 2 | |
| BLK | 52 | | | 48 | | | | | | | 2 | |
| HSP | 76 | | | 77 | | | 50 | | | | 5 | 75 |
| MUL | 75 | | | 81 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 81 | | | 76 | | | | | | | 3 | |
| FRL | 74 | | | 72 | | | 64 | | | | 5 | 64 |

| 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 | 92 | 92 | | 92 | 75 | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

| 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 | 62 | 55 | | 85 | 73 | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |

| 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 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

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 |
| 06 | 2023 - Spring | * | 44% | * | 47% | * |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | * | 53% | * | 54% | * |

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.

After reviewing the 2022-2023 PM3, the students show a need in ELA with having two students at a level two. One of the students is identified as ESOL whereas the other student was marked with concern due to his attendance.

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

The data component that showed the greatest decline was in the domain of reading information text. The most significant factors impacting the decline of reading comprehension are language barriers attributed to the students primary language being other than the English language and/or school attendance.

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.

After reviewing the data compared to the state, Pinecrest Collegiate was above the state totals with a mean scale score of 331 in reading therefore school site practices for student intervention yielded results above state norms.

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

Reviewing two years past data, Pinecrest Collegiate was above the state average. Through effective implementation of the MTSS process throughout the 2022-2023 school year, gaps in student learning were identified prior to state performance monitoring justifying early student interventions. Student interventions were supported through differentiated classroom instruction as well as integration of afterschool tutoring programs.

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

At this time, attendance was the only EWS indicator for Pinecrest Collegiate.

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

Pinecrest Collegiate will focus on attendance, ESOL, and ELA standards as our priorities for the 2023-2024 school year.

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

After review of 2022-2023 student reading achievement data including PM1, PM2, PM3, i-ready diagnostics, and teacher grades, it was determined that reading comprehension of informational text remains the greatest deficit for Pinecrest Collegiate Academy students when compared to domains of vocabulary and literature text comprehension. The disproportionate level of student achievement when compared to other ELA domains justifies a prioritization for instructional practice that addresses ELA informational text standards and outcomes.

Measurable Outcome:

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

Pinecrest Collegiate Academy will increase student achievement proficiency rates in English Language Arts by 3% at the conclusion of PM3 for English Language Arts. The increase in student proficiency rates will be measured using data from the 2022-2023 PM3 compared to the 2023-2024 PM3 English Language Arts student data results.

Monitoring:

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

Monitoring of this focus area will be achieved by implementing i-ready diagnostics three times within the school year and will supported by a review of i-ready informational text diagnostic scores with instructional staff and administration. Student achievement data from i-ready will be cross referenced with ELA PM1, PM2, and PM3 to determine increases in overall student proficiency correlating with the increase in i-ready diagnostic informational text scores.

Person responsible for monitoring outcome:

Jessica Brown (jessica.brown@ocps.net)

Evidence-based Intervention:

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

Implementation of MTSS will be completed by coordinating our school site staffing specialist with our grade level teacher and administration team to review student achievement progress at the conclusion of each diagnostic or progress monitoring test.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementation of MTSS will be used to address unique needs for instruction that arise as a result of a diverse student population. Utilizing i-ready diagnostics and state progress monitoring will allow ongoing grade level monitoring in intervals to address specific student needs as they arise with ample time to implement specific instructional interventions such as after school tutoring.

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 of Pinecrest Collegiate Academy student 2022-2023 PM3 reading data with class instructor, staffing specialist, and administrative team to determine instructional facilitation that will target informational text student achievement.

Person Responsible: Jessica Brown (jessica.brown@ocps.net)

By When: 8/7/23

Ongoing review of student achievement data by staffing specialist and classroom instructor from 2023-2024 PM1, PM2, PM3, i-ready diagnostics to justify appropriate levels of MTSS supports.

Person Responsible: Jessica Brown (jessica.brown@ocps.net)

By When: Ongoing review at the completion of each diagnostic and progress monitoring test beginning no later than 9/1/23 for the purpose of conferencing with instructor to address course facilitation.

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

Area of Focus Description and Rationale:

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

Positive culture and environment will be addressed to reduce absenteeism rates of students. Students within Pinecrest Collegiate Academy were part of an academic cohort that experienced varied forms of educational delivery during the Covid-19 global pandemic leaving some student to feel isolated from their school community and school attendance policies. After reviewing student absentee data from the 2022-2023 school year it was determined that students with absences in excess of ten calendar days performed lower on their 2022-2023 PM3 reading which may be a result derived from missed instructional time.

Measurable Outcome:

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

Pinecrest Collegiate Academy will reduce student absentee rates by 4% by the end of school year 2023-2024 as evidenced by comparing 2022-2023 total student unexcused absentee days with 2023-2024 total student unexcused absentee days.

Monitoring:

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

Pinecrest Collegiate Academy will monitor a 4% decrease of total student unexcused absences by implementing a benchmark review of student unexcused absences at each nine week interim period and each nine week grading period utilizing the school's Skyward software program.

Person responsible for monitoring outcome:

Jessica Brown (jessica.brown@ocps.net)

Evidence-based Intervention:

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

Pinecrest Collegiate Academy will utilize Tier 1 absentee reduction strategies as presented by the Annenberg Institute that create a positive school environment through the provision of pedagogically relevant accelerated academics.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Course offerings for Pinecrest Collegiate Academy will include the opportunity for students to accelerate beyond grade level learning by participating in both high school level Spanish 1 courses and dual enrollment courses offered by Doral College. The opportunity of course acceleration will thereby create a positive culture that recognizes the capacity for students ability to learn while fostering a need to attend school.

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.

Students of Pinecrest Collegiate Academy will be enrolled into Spanish 1 high school level course.

Person Responsible: Jessica Brown (jessica.brown@ocps.net)

By When: Effective date of enrollment 8/10/2023

Memorandum of Understanding (MOU) will be completed with Doral College to support dual enrollment of students attending Pinecrest Collegiate Academy.

Person Responsible: Jessica Brown (jessica.brown@ocps.net)

By When: Completed by 10/1/2023

Review of total student unexcused absences will be completed and compared with 2022-2023 student point in time rate totals each grading period interim and each nine week grading period

Person Responsible: [no one identified]

By When: Completed during each grading period interim, conclusion of grading period, and conclusion of school year.

#3. Instructional Practice specifically relating to Student Engagement**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.

Pinecrest Collegiate Academy will address reading intervention strategies supporting English for Speakers of Other Languages (ESOL), as results of English Language Learners (ELL) for 2022-2023 PM3 reading proficiency were lower when compared to grade level peer proficiency percentages.

Measurable Outcome:

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

Pinecrest Collegiate Academy will increase ELL reading proficiency rates by 4% on the 2023-2024 PM3 reading proficiency exam when compared to ELL student achievement on the 2022-2023 PM3 reading proficiency exam.

Monitoring:

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

Monitoring of this focus area will be achieved by implementing i-ready reading diagnostics three times within the school year and will be supported by a review of i-ready reading diagnostic scores with instructional staff and administration. ELL student achievement data from i-ready will be cross referenced with ELA PM1, PM2, and PM3 to determine increases in overall ELL student reading proficiency.

Person responsible for monitoring outcome:

Jessica Brown (jessica.brown@ocps.net)

Evidence-based Intervention:

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

Reading proficiency for ELL students will be increased through course design inclusive of providing students the opportunity to develop academic oral language and vocabulary while simultaneously teaching vocabulary across content areas. Additionally MTSS will be utilized to identify academic supports needed beyond Tier 1 instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students attending Pinecrest Collegiate Academy will receive instruction predicated on an interdisciplinary instructional model addressing real world problems supported by student collaboration. The collaborative interdisciplinary model exposes ELL student to meaningful academic vocabulary and text necessary to solve critical thinking based problems. Barriers to language acquisition are reduced through group collaboration and need to make meaning of vocabulary as a means to solve the provided problem. ELL students requiring supports beyond Tier 1 instruction will be identified through the schools MTSS process and will be provided additional strategies in accordance with Tier 2, and Tier 3 best practices.

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.

Existing ELL students are identified by the course instructor and staffing specialists and a review of 2022-2023 PM3 reading scores is completed.

Person Responsible: Jessica Brown (jessica.brown@ocps.net)

By When: 9/1/2023

A review of ELL student achievement data will be completed at the conclusion of each i-ready reading diagnostic and will be cross referenced with ELA PM1, PM2, and PM3 to determine increases in overall ELL student reading proficiency.

Person Responsible: [no one identified]

By When:

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).

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

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

Measurable Outcomes

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

- Each grade K -3, using the 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**Grades 3-5 Measurable Outcomes****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.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

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?

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 |
|-------------|-----------------------------------|
|-------------|-----------------------------------|

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.

The School Improvement Plan (SIP) and progress towards SIP goals will be disseminated to Pinecrest Collegiate Academy stakeholders utilizing a variety of stakeholder engagement methods. Methods for dissemination of the SIP include quarterly presentations of schoolwide student achievement data subsequent to completion of 2023-2024 PM1, PM2, and PM3 during family outreach events which will be held at Pinecrest Collegiate Academy. Additionally, the SIP will be accessible to the public through the schools webpage.

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

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

Pinecrest Collegiate Academy will continue to build positive relationship with parents, families and other community stakeholders by fostering a collaborative environment that empowers stakeholder voice as a means to support school instruction and facilitation while identifying unique concerns impacting education within our community. The school will continue to hold monthly parents as liaisons (PALS) meetings in addition to holding the annual Title I parent meeting for the purpose of explaining Title I school participation and parental rights. Additionally, the school will hold ongoing Title1 parent meetings quarterly to discuss how students may become engaged in supporting their student as they engage accelerated academic courses that may be unfamiliar to the schools families. Families and students will also have the opportunity to participate in the annual school climate survey which will be reviewed by the schools administrative team to address concerns that are barriers to both family engagement and student achievement.

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)

To address improving literacy and creating a positive culture and environment students of Pinecrest Collegiate Academy will be accelerated by enrolling into high school Spanish 1, in addition to dual enrolling the second semester of the 2023-2024 school year at Doral College to complete a course for college success and readiness.

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))

This plan has been developed utilizing the benefits afforded to Pinecrest Collegiate Academy through previous years ESSA funding, which has provided technological infrastructure creating a 1:1 computer classroom environment. As Pinecrest Collegiate Academy is now a 1:1 computer classroom environment, students may now participate in dual enrollment in partnership with Doral College by means of online distance learning.

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))

The school-based mental health team comprised of the Pinecrest Collegiate Academy administration team, school counselor, social worker, and psychologist will collaborate to implement small group and individual counseling to students. The team provides mental health resources for families. They also meet with students in small groups for mental health support (i.e. resiliency etc.).

The following are descriptions of activities to ensure that students who experience difficulty mastering proficient or advanced resiliency levels will be provided with timely, effective additional assistance:

Pinecrest Collegiate Academy continues to implement and refine attempts to build resiliency within our students. Teachers identify students in areas of need including reading, math, and/or behavior and bring these concerns to the. The resiliency committee (RC) consists of classroom teachers, specialists, special education teachers, counselor, social worker, and administrators. The RC Committee offers next steps, strategies, and/or interventions as well as a timeline for monitoring student progress. If interventions are not working based on Grade Level Team Talk, the student is referred to our RC team. The RC team provides evidenced based interventions of moderate intensity that addresses learning or behavioral problems of our most at-risk students. The RC Process is as follows:

1. Using Pinecrest Academy School Insight, iReady, and other data sources, each grade level will identify students at- risk of failing who require re-teaching or remediation of grade level content.
2. Using Pinecrest Academy School Insight and other data sources, the school-based MTSS Team together with collaborative teams will implement a bi-weekly review process for identifying students in need of targeted or intensive (Tier 2-3) intervention.
3. The school-based MTSS Team will conduct a thorough review of intervention resources by content (e.g. time, personnel, and materials) based on historical data to identify gaps and establish a plan to build/enhance a continuum of student supports.
4. For students identified as needing Tier 2-3 intervention, the school-based MTSS Team and

collaborative teams will use decision rules and problem process to design an intervention plan that includes a SMART goal, baseline data, and established review dates.

5. The MTSS Team, RC, and collaborative teams will regularly document progress monitoring data and will conduct ongoing reviews of progress monitoring data, check the fidelity of implementation, and determine each student's response to intervention.

Academic Double-Dosing -The most struggling students in reading and mathematics are identified through teacher observation and assessment information. Small groups meet with the classroom teacher or specialists, or administrators trained in that content area. Content and test taking strategies are reviewed with the students.

Grade Level Team Talk - Grade level teams meet weekly to discuss students who are having academic or behavioral difficulties. Teams identify specific interventions for the student, and the classroom teacher implements those interventions and collects data so the team can evaluate the effectiveness of the intervention.

Attendance - We meet regularly with our attendance officer to monitor student attendance and concerns in order to provide families with resources and information about the importance of regular attendance at school.

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))

Postsecondary opportunities and workforce awareness will be addressed by enrolling sixth grade students in accelerated courses including, high school Spanish 1 and collegiate success strategies which will be completed in partnership as a dual enrollment course with Doral College.

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).

Pinecrest Collegiate Academy will implement a schoolwide tiered model to prevent and address problem behaviors and early intervening services proactively to support all students, including those with disabilities, in their academic and resiliency growth. Use of the existing MTSS framework will provide just in time interventions that reflect varying levels of support as distinguished by Tier 1, Tier 2, and Tier 3 designation. The leadership team will continue to utilize qualitative and quantitative data such as i-ready diagnostic, state progress monitoring results and teacher observations as a means to provide targeted and intensive interventions for students who need additional support. Implementation of targeted and intensive interventions will take place in the general education classroom with the exception of those students who have been designated through their individual education plan to receive supports in alternative locations. Additionally, the schools staffing specialist will continue to aid in the child find process to ensure that students with existing individual education plans and those students who have yet to be identified are receiving services as outlined under the Individuals with Disabilities Education Act and ESSA. Positive behavior supports will continue to be implemented through the implementation of the Leader in Me educational support program which is supported through the schools Megabucks program. The combination of these programs provides the philosophical guidelines for leadership while providing all staff members the opportunity to reward students who demonstrate positive behavior through the school day. By implementing a schoolwide tiered model and coordinating early intervening services, Pinecrest Collegiate Academy will create a supportive and inclusive environment that benefits all students, promotes positive behaviors, and addresses any challenges that may arise

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))

Pinecrest Collegiate Academy Instructional staff, including administrators and instructional assistants, will be supported by numerous opportunities for on-site professional development: Teachers in grades K-6 will have the opportunity for the staffing specialist, STEM teacher, and/or administration to coach them on a topic of their choice. Through this model, some of these opportunities would include co-planning, co-teaching, and reflecting on guided reading, reading, and math instruction. All teachers in grades K-6, including ESOL and special education teachers will participate in Project Based Learning (PBL) professional learning. Additionally, they will select from topics (Leader in Me or technology) that support their individual professional learning goals. Instructional staff will also have opportunities to participate in OCPS staff development and countywide PD days built into the school calendar. The Project Based Learning (PBL) Team will meet monthly to provide embedded professional learning and coaching opportunities for their colleagues which will then be implemented into classroom instruction. The School Improvement Plan (SIP) team will meet monthly to analyze schoolwide data and monitor schoolwide goals. During SIP meetings, team members will participate in creating agendas, analyzing data, discussion and data dialogue, lesson planning, and team-building to strengthen teams. Instructional Assistants are provided continual professional development through school-based sessions. Topics are varied and differentiated to meet their learning styles, interests, and needs to support students. All new instructional personnel will be trained in the Leader in Me approach and Project Based Learning.

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))

Pinecrest Collegiate Academy acknowledges that preschool, kindergarten, and primary classroom programs provide important, large-scale opportunities for young children to learn and use their knowledge of literacy and math concepts. The following are ways in which efforts are made to provide seamless transitions from the Early Childhood program into the K-6 program. An opportunity for parents of rising kindergarteners to visit Pinecrest Avalon and Pinecrest Collegiate Academy and meet the kindergarten teachers, the administrators, counselors, and other staff. Parents receive information about important skills students need to have to be ready for kindergarten, as well as an introduction to academic areas of focus in kindergarten. Additionally, students received an welcome satchel including an alphabet book to practice tracing letters and saying words that begin with the letter sound. The Leveled Literacy Intervention program will be used to help at risk kindergartners. Additionally, the schools staffing specialist will complete observations of each kindergarten classroom and conference with each classroom teacher to determine if any behaviors may reflect the need for additional behavioral or special education supports constructed through the implementation of a individual education plan.

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: Instructional Practice: ELA | \$0.00 |
| 2 | III.B. | Area of Focus: Positive Culture and Environment: Early Warning System | \$0.00 |
| 3 | III.B. | Area of Focus: Instructional Practice: Student Engagement | \$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