

Seminole County Public Schools

PINE CREST ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 8
 - D. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup..... 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement..... 20
- IV. Positive Learning Environment 37
- V. Title I Requirements (optional)..... 41
- VI. ATSI, TSI and CSI Resource Review 50
- VII. Budget to Support Areas of Focus 51

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

Pine Crest School of Innovation would like all students to be: Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information. Inspired Learners who are accountable for demonstrating, assessing, and directing their present and lifelong intellectual growth. Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility. Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others. Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk-taking, and critical evaluation.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Gard-Harrold, Ryan

ryan_gard-harrold@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Employ and monitor a decision-making process that is based on vision, mission, values, and

improvement priorities using facts and data. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic benchmarks and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state benchmarks, effective instructional practices, student learning needs and assessments. Recruit, retain and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Leadership Team Member #2

Employee's Name

Granger, Shronda

grangesz@muscps.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Student Behavior Management, Teacher/Student Data Analysis. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic benchmarks and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state benchmarks, effective instructional practices, student learning needs and assessments.

Leadership Team Member #3

Employee's Name

Sharrer, Stephanie

stephanie_sharrer@scps.k12.fl.us

Position Title

Instructional Coach- Math

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to pedagogy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency. Plan and provide modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis. Assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, comprehensive

curriculum, and math interventions.

Leadership Team Member #4

Employee's Name

Follrod, Angie

angela_follrod@scps.k12.fl.us

Position Title

Instructional Coach- ELA

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency. Plan and conduct professional development sessions for ELA teachers and staff to improve instructional strategies, content knowledge, and assessment practices. Provide ongoing support through workshops, seminars, and one-on-one coaching to help teachers implement effective ELA instruction, including strong writing remediation and foundational skill building. Analyze ELA assessment data to identify trends, strengths, and areas for improvement.

Leadership Team Member #5

Employee's Name

Belinger, Cindy

cindy_belinger@scps.k12.fl.us

Position Title

Instructional Coach- ELA

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency. Plan and conduct professional development sessions for ELA teachers and staff to improve instructional strategies, content knowledge, and assessment practices. Provide ongoing support through workshops, seminars, and one-on-one coaching to help teachers implement effective ELA instruction, including strong writing remediation and foundational skill building. Analyze ELA assessment data to identify trends, strengths, and areas for improvement.

Leadership Team Member #6

Employee's Name

Argrett, Cherlottla

cherlottla_argrett@scps.k12.fl.us

Position Title

Science Resource

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to pedagogy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction and supporting school-wide progress. Serve as a science resource specialist to assist in the development and implementation of instructional plans that align to district goals and curriculum. Work with district science support and administration to design and provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps.

Leadership Team Member #7

Employee's Name

West, Anne

anne_west@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Responsible for assigned administrative duties not directly related to instruction to include, but not limited to, managing/coordinating school schedule/activities, special events, transportation needs, school maintenance, and supervision of assigned educational support personnel. Monitor school truancy and provide feedback to families and administration to improve attendance.

Leadership Team Member #8

Employee's Name

Kellam, Erika

erika_glenn@scps.k12.fl.us

Position Title

Innovation/Magnet Lead

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to innovative instruction and Computer Science integration; modeling best practices; assisting teachers in differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Leadership Team Member #9

Employee's Name

Giacomo, Sheila

sheila_nenna@scps.k12.fl.us

Position Title

School Social Worker

Job Duties and Responsibilities

Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, or system-level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes. Support student attendance by managing truancy referrals that adhere to SCPS procedures for truancy.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Solicited input, survey feedback and recommendations from the SAC members and various stakeholders have been considered in the revision of the School Improvement Plan with the goal of maintaining high standards, meeting specific needs and serving the whole community. The 5 Essential survey provides feedback and suggestions for reflection and action planning purposes. On occasion, suggestions may be included in future surveys to gauge viability or wider community interest. Additionally, as we build on our commitment to continuing learning opportunities, we will pursue further feedback and recommendations from parents and the community to help revise and

develop our plan.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Although we will conduct weekly data PLCs to discuss grade level formative assessments, a monthly data PLC will be held to include ESE Support, ESOL Support, the MTSS Team, General Education teachers and Administrators. Stakeholders will look at data by subgroup and schoolwide to determine if a plan revision is necessary.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: D 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	61	102	113	139	114	95				624
Absent 10% or more school days	5	24	26	30	11	12				108
One or more suspensions	0	2	3	4	11	6				26
Course failure in English Language Arts (ELA)	4	14	34	44	25	18				139
Course failure in Math	3	6	28	18	12	13				80
Level 1 on statewide ELA assessment	0	0	38	69	36	28				171
Level 1 on statewide Math assessment	0	0	42	62	27	23				154
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	9	16	27	30	0				83
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	6	16	0	8				34

Current Year 2025-26

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	4	14	52	69	48	28				215

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	0	3	15	0	0				23
Students retained two or more times	0	0	0	1	0	0				1

Prior Year (2024-25) As Last 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 school days	3	32	32	30	27	33				157
One or more suspensions		4	6	2	13	8				33
Course failure in English Language Arts (ELA)	5	8	16	12	6	4				51
Course failure in Math	2	7	15	4	5	3				36
Level 1 on statewide ELA assessment				1	33	37				71
Level 1 on statewide Math assessment					21	32				53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	13	13	27						58
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	9	7	18	16					51

Prior Year (2024-25) As Last Reported (pre-populated)

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	5	15	18	28	43	32				141

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	3	3	16		1				29
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	40	68	59	44	66	57	35	61	53
Grade 3 ELA Achievement	35	71	59	38	69	58	31	62	53
ELA Learning Gains	51	63	60	54	62	60			
ELA Lowest 25th Percentile	49	56	56	58	55	57			
Math Achievement*	48	69	64	55	67	62	45	64	59
Math Learning Gains	48	65	63	65	64	62			
Math Lowest 25th Percentile	46	47	51	49	43	52			
Science Achievement	55	68	58	55	68	57	34	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	75	73	63	66	75	61	40	77	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	447
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%	54%	40%	38%	32%		45%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	36%	Yes	1	
English Language Learners	44%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	50%	No		
Multiracial Students	75%	No		
White Students	60%	No		
Economically Disadvantaged Students	48%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	40%	35%	51%	49%	48%	48%	46%	55%					75%
Students With Disabilities	18%	11%	32%	43%	29%	39%	45%	28%					76%
English Language Learners	29%	20%	45%	42%	51%	51%	44%	43%					75%
Black/African American Students	30%	25%	42%	53%	31%	37%	47%	45%					
Hispanic Students	40%	38%	52%	50%	48%	51%	46%	53%					75%
Multiracial Students	67%				83%								
White Students	53%	41%	57%		71%	67%		73%					
Economically Disadvantaged Students	37%	33%	48%	48%	46%	48%	46%	55%					75%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	44%	38%	54%	58%	55%	65%	49%	55%					66%
Students With Disabilities	21%	19%	47%	56%	28%	53%	54%	45%					62%
English Language Learners	29%	21%	52%	53%	54%	65%	10%	29%					66%
Black/African American Students	39%	40%	57%	69%	42%	64%	60%	63%					
Hispanic Students	41%	30%	49%	52%	57%	60%	17%	42%					65%
Multiracial Students	50%				90%								
White Students	61%	50%	64%		66%	82%							
Economically Disadvantaged Students	41%	35%	53%	61%	53%	64%	49%	54%					66%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	35%	31%			45%			34%					40%
Students With Disabilities	15%	13%			33%			13%					29%
English Language Learners	26%	26%			57%			37%					56%
Black/African American Students	26%	22%			35%			13%					
Hispanic Students	35%	33%			47%			36%					57%
Multiracial Students	36%				57%								
White Students	49%	45%			54%			56%					
Economically Disadvantaged Students	32%	28%			43%			31%					57%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	35%	69%	-34%	57%	-22%
ELA	4	38%	67%	-29%	56%	-18%
ELA	5	43%	64%	-21%	56%	-13%
Math	3	47%	70%	-23%	63%	-16%
Math	4	43%	69%	-26%	62%	-19%
Math	5	35%	46%	-11%	57%	-22%
Math	6	95%	71%	24%	60%	35%
Science	5	53%	66%	-13%	55%	-2%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

During the 2024–2025 school year, Pine Crest Elementary School of Innovation experienced a decline in student achievement across all core academic areas. ELA Achievement decreased from 44% to 38%, Math Achievement from 54% to 48%, and Science Achievement from 55% to 54%. Consistent instructional actions were implemented across all subjects to address learning gaps and improve outcomes. These included a schoolwide focus on Professional Learning Communities (PLCs) and collaborative planning. Teachers, instructional coaches, and administrators worked together to ensure alignment between target tasks and daily instruction. Student data was regularly monitored to guide instructional adjustments, and both administrators and coaches conducted daily classroom walk-throughs, providing real-time feedback to support immediate instructional impact. Despite these efforts, a variety of contributing factors impacted student performance, including challenges related to attendance, shifting student needs, and gaps in foundational skills. These results underscore the need for continued strategic focus on targeted instruction, progress monitoring, and differentiated supports to meet the needs of all learners.

Lowest Performance

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

The data component with the lowest performance during the 2024–2025 school year was 3rd Grade ELA Achievement, which fell to 34%. This represents not only the school's lowest proficiency area, but also a significant gap compared to the state average of 57%, highlighting a critical need for intervention and support in early literacy.

Several contributing factors influenced this outcome. All members of the 3rd grade ELA team were new to the grade level, and three of the four teachers were new to teaching ELA content, resulting in instructional gaps, limited familiarity with benchmarks, and challenges with planning and delivery. Additionally, the ELA Coach was on a two-month leave of absence, reducing access to modeling, collaborative planning, and real-time instructional feedback during a key instructional window. Compounding these instructional challenges were student-level factors. Pine Crest serves a high population of students with exceptionalities and students receiving ESOL services, many of whom entered the year with gaps in foundational reading skills. These students required consistent

scaffolding and differentiation that was difficult to provide at the necessary depth due to staff inexperience and limited coaching support.

A noticeable trend is the correlation between the performance of 3rd grade ELA and the overall schoolwide decline in ELA proficiency, which dropped from 44% to 38%. This suggests systemic needs in early literacy instruction, intervention supports, and teacher development—especially in tested grades.

Greatest Decline

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 from the prior year was ELA Overall Achievement, which decreased from 44% in 2023–2024 to 38% in 2024–2025. Several interrelated factors contributed to this decline.

A primary driver was a significant drop in 3rd Grade ELA Achievement, which fell to 34%. The entire 3rd grade ELA team was new to the grade level, and three of the four teachers were new to ELA instruction altogether. This lack of experience and content expertise impacted instructional effectiveness, consistency in delivery, and the team's ability to close existing learning gaps. Additionally, the school's ELA Coach was on a two-month leave of absence during a critical instructional period, limiting the amount of targeted support available to new teachers.

Compounding these instructional challenges were broader student-level factors. Many students entered the school year with gaps in foundational literacy skills, making it difficult to access grade-level content. Pine Crest also serves a high population of students with exceptionalities and students receiving ESOL services, who require differentiated instruction and additional supports to meet grade-level expectations. While efforts were made to align instruction through PLCs, targeted task planning, and regular data monitoring, the combination of new instructional staff, interrupted coaching support, and high student need significantly impacted ELA outcomes.

This decline underscores the need for strategic investments in teacher development, early intervention, and supports tailored to our diverse learners.

Greatest Gap

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

The data component with the greatest gap when compared to the state average was 3rd Grade ELA Achievement. Pine Crest Elementary scored 34%, while the state average was 57%, resulting in a 23-point gap.

Several factors contributed to this significant disparity. The entire 3rd grade ELA team was new to the grade level, and three of the four teachers were new to ELA instruction. This inexperience affected the team's ability to deliver rigorous, benchmark-aligned instruction and to effectively address the diverse needs of their students. Additionally, the school's ELA Coach—who would typically provide

modeling, planning support, and instructional feedback—was on a two-month leave of absence during a critical part of the year, limiting the coaching support available to new teachers.

The student population presented additional challenges. Pine Crest has a high percentage of students with exceptionalities and students receiving ESOL services, many of whom entered the year with significant gaps in foundational reading skills. These learners require consistent scaffolding and differentiated strategies, which were difficult to implement effectively given the staffing dynamics and limited coaching support.

A notable trend was the alignment of this gap with broader schoolwide declines in ELA proficiency. While 3rd grade ELA had the most pronounced gap, the overall ELA proficiency also dropped from 44% to 38%, signaling the need for a strategic and targeted focus on literacy across all grade levels, with special attention to early literacy development.

EWS Areas of Concern

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

The first area of concern centers on grades 2 through 4, which show a high number of students with two or more early warning indicators. Notably, Grade 3 has the highest number of students flagged, with 69 students meeting two or more risk criteria. Grades 2 and 4 are not far behind, with 52 and 48 students respectively. A closer look at the contributing factors includes high rates of course failure in both English Language Arts (ELA) and mathematics, as well as a significant number of students scoring Level 1 on statewide assessments. Additionally, early grade levels (K–3) report 83 students with a substantial reading deficiency as defined by state rule. These findings point to a foundational skills gap that, if unaddressed, may lead to long-term academic challenges.

The second area of concern lies in the upper elementary grades, particularly Grades 4 and 5, where we see a troubling intersection of chronic absenteeism, course failures, and behavioral issues. In Grade 4 alone, 30 students were absent 10% or more of the school year, 44 students failed ELA, and 62 students scored Level 1 on the state math assessment. Suspension data also shows a spike in Grade 4, with 11 students receiving at least one suspension. Grade 5 follows similar trends, though to a slightly lesser extent. These indicators suggest that a growing number of students in upper elementary may be struggling with attendance and engagement, potentially due to social-emotional factors, inconsistent academic support, or external challenges outside the classroom.

Together, these data points highlight a critical need for targeted academic and behavioral interventions. For students in Grades 2–4, additional support focused on foundational literacy and math skills is essential. In Grades 4–5, a more holistic approach may be needed—one that includes attendance monitoring, family outreach, and behavior support systems. Addressing these concerns early and comprehensively will be key to improving outcomes and ensuring students remain on track for success.

Highest Priorities

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

3rd Grade ELA Proficiency

Improving 3rd grade ELA proficiency is our top priority due to its significant impact on foundational literacy and long-term academic success. With only 34% proficiency compared to the state's 57%, targeted support, instructional coaching, and skill-building interventions will be prioritized to address early reading gaps and strengthen teacher capacity.

Overall ELA Proficiency

ELA proficiency across all grade levels declined from 44% to 38%, reflecting a schoolwide need for consistent, benchmark-based instruction and deeper student engagement with complex texts. Strengthening PLCs, task alignment, and differentiated support—particularly for students with exceptionalities and students receiving ESOL services—will be critical.

Overall Math Proficiency

Although math remained our highest-performing academic area, it declined from 54% to 48%. This trend signals the need to reinforce conceptual understanding and mathematical fluency across grade levels. Focused planning, guided practice, and small group intervention will be emphasized.

Learning Gains in All Subgroups

Closing achievement gaps and accelerating growth for all subgroups—including students with disabilities (SWD), English learners, and the lowest-performing 25%—is essential. Recent ESSA findings highlight that Black students and SWD demonstrated lower rates of learning gains compared to their peers, particularly in English Language Arts and Mathematics. To address these disparities, the school will implement differentiated instruction, data-driven interventions, and consistent progress monitoring tailored to the needs of these subgroups. This focused approach will support equitable outcomes and ensure all students are progressing toward academic success.

Attendance

Chronic absenteeism has directly impacted academic performance and student engagement. Improving daily attendance through family engagement, early intervention, and positive school culture initiatives will be a schoolwide focus.

Enhancing Science Instruction and Achievement

Increasing proficiency in science through hands-on, benchmark-based instruction aligned with the Nature of Science strand. Emphasis will be placed on integrating science content with reading comprehension strategies and increasing opportunities for inquiry-based learning.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Pine Crest Elementary School has been identified as a RAISE school based on 2024-2025 statewide English Language Arts (ELA) performance data. The RAISE designation provides additional support from the State Regional Literacy Directors (SRLDs) to schools where student reading proficiency falls below state-identified thresholds. Pine Crest met multiple criteria for this designation, including both grades 3–5 and K–2.

In grades 3–5, ELA proficiency declined significantly, with only 34% of 3rd grade students achieving proficiency on the statewide assessment—well below the state average of 57%. Overall schoolwide ELA proficiency also dropped from 44% to 38%, signaling a broader trend in reading achievement that must be addressed. Additionally, progress monitoring data from grades K–2 revealed that fewer than 50% of students were on track for proficiency, further highlighting a widespread foundational literacy need beginning in early grades.

This area of focus was identified as a crucial need through a comprehensive review of assessment results, classroom walk-throughs, and teacher feedback. Several key factors contributed to the decline:

- In 3rd grade, all ELA teachers were new to the grade level, and three of the four were new to ELA instruction entirely, resulting in challenges with pacing, instructional delivery, and task alignment.
- The school's ELA Coach was on an extended leave during a critical period, limiting access to coaching, modeling, and collaborative planning during the first half of the year.
- Many students, especially in K–2, entered the school year with significant gaps in foundational reading skills, including phonemic awareness, decoding, and fluency—key components of early literacy.
- Pine Crest also serves a high percentage of students with exceptionalities and students receiving ESOL services, who require consistent, differentiated instruction and targeted interventions. Staffing limitations and instructional inexperience made it difficult to provide the

necessary level of support for these learners.

The RAISE designation underscores the urgency of addressing these challenges with strategic, data-driven interventions and systemic support. In 2025–2026, Pine Crest will prioritize:

- Rebuilding and stabilizing ELA instructional teams, particularly in primary grades and 3rd grade
- Providing job-embedded professional development grounded in the Science of Reading
- Utilizing SRLD support to strengthen coaching, lesson planning, and early literacy interventions
- Enhancing data monitoring systems to ensure responsive instruction and timely supports for struggling readers

By focusing intensively on ELA across grades K–5, Pine Crest aims to rebuild strong literacy foundations, close achievement gaps, and ensure that every student is on a path toward reading success.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Pine Crest Elementary School is dedicated to providing high-quality, rigorous instruction for all students, with a strong emphasis on early literacy development in grades K–2. ELA instructional practices in these primary grades include UFLI (University of Florida Literacy Institute) phonics instruction, Magnetic Reading, guided reading, differentiated small-group instruction, and benchmark-aligned, rigorous core instruction.

Teachers, instructional coaches, and administrators collaborate regularly through Professional Learning Communities (PLCs), ongoing professional development, and intentional instructional planning to ensure consistency and effectiveness. Additionally, instructional coaches receive enhanced support from the State Regional Literacy Director (SRLD) through the Just Read, Florida! initiative.

These layered supports—PD, PLCs, and SRLD guidance—strengthen explicit, systematic instruction aligned to state benchmarks and are designed to close foundational reading gaps and improve student outcomes on statewide assessments.

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

Pine Crest Elementary School is committed to providing high-quality, rigorous instruction across all grade levels. In grades 3–5, ELA instructional practices are strategically designed to support student growth through the use of i-Ready scaffolded lessons, Magnetic Reading, Guided Reading, small group differentiated instruction, tiered intervention, and benchmark-aligned instruction that emphasizes rigor and relevance.

Instructional excellence is supported through strong collaboration among teachers, instructional coaches, and administration. Teams engage regularly in Professional Learning Communities (PLCs), targeted professional development, and collaborative planning to ensure instruction is explicit, systematic, and aligned to state benchmarks.

Additionally, instructional coaches benefit from enhanced support through Just Read, Florida!, working closely with the State Regional Literacy Director (SRLD) to deepen implementation of evidence-based practices. These layered supports—PD, PLCs, and coaching—are all designed to strengthen literacy instruction and drive improved student outcomes on state assessments.

Grades K-2: Measurable Outcome(s)

For the 2025–2026 school year, Pine Crest Elementary School will improve early literacy outcomes in grades K–2 by ensuring students are on track to meet grade-level expectations in English Language Arts (ELA).

Measurable Outcome:

By the end of the 2025–2026 school year, at least 60% of students in grades K–2 will demonstrate proficiency or be on track to meet grade-level expectations in ELA, as measured by the state's coordinated progress monitoring system (PM1–PM3). This will reflect measurable growth from the 2024–2025 baseline, where fewer than 50% of students were on track.

This outcome will be supported through:

- Implementation of explicit, systematic phonics instruction (e.g., UFLI)
- Use of Magnetic Reading and small-group differentiated instruction
- Targeted interventions for students identified through progress monitoring
- Ongoing professional development and planning support through PLCs and State Regional Literacy Director (SRLD) collaboration

The school will monitor progress at each PM window (PM1, PM2, PM3)/Diagnostic window (D1, D2) and adjust instruction and interventions accordingly to meet the needs of all learners, with a focus on closing foundational skill gaps for students with exceptionalities, students receiving ESOL services, and students who are historically underserved.

Grades 3-5: Measurable Outcome(s)

For the 2025–2026 school year, Pine Crest Elementary School will focus on increasing English Language Arts (ELA) proficiency in grades 3–5, with an emphasis on accelerating student learning in response to prior year performance declines and the school's RAISE designation.

Measurable Outcome:

By the end of the 2025–2026 school year, ELA proficiency in grades 3–5 will increase by at least 10 percentage points, as measured by the statewide ELA assessment. Specifically, 3rd grade ELA proficiency will increase from 34% to 51% or higher, and overall schoolwide ELA proficiency will rise from 38% to at least 51%.

To support this outcome, the school will implement:

- High-impact instructional practices including i-Ready scaffolded lessons, Magnetic Reading, Guided Reading, and rigorous, benchmark-aligned instruction
- Small group differentiated instruction and tiered intervention based on real-time progress monitoring data

- Instructional coaching support, enhanced through collaboration with the State Regional Literacy Director (SRLD) via Just Read, Florida!
- Consistent teacher collaboration through PLCs and structured lesson planning
- Data-driven feedback cycles from administration and instructional coaches to ensure continuous instructional improvement
- A strong emphasis on Standards Mastery through intentional alignment of instructional materials, lesson objectives, and assessments to the B.E.S.T. benchmarks, ensuring clarity in expectations and targeted support for individual student needs

Progress will be monitored throughout the year using FAST assessments, i-Ready diagnostics, benchmark-based assessments, and formative data to inform instruction and intervention, with a strong focus on foundational reading, vocabulary development, and comprehension strategies.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and impact of the ELA Area of Focus at Pine Crest Elementary School will be monitored through a multi-tiered, data-informed system to ensure progress toward the measurable outcomes in both grades K–2 and 3–5.

Implementation Monitoring:

- Weekly PLC meetings will be facilitated by instructional coaches and administration to review lesson plans, align instruction to benchmarks, and ensure the use of adopted resources (i-Ready, Magnetic Reading, UFLI, etc.).
- Instructional walk-throughs and formal observations will be conducted by administrators and coaches using calibrated look-fors to monitor fidelity of small group instruction, differentiated supports, and alignment to benchmark.
- Coaching logs and support plans will be reviewed weekly to track the frequency and focus of support provided to teachers, especially in critical grades like 3rd grade and new-to-content staff.

Impact Monitoring:

- Progress monitoring data (PM1, PM2, PM3) (D1, D2) (benchmark assessments) will be analyzed at each window to track student growth in grades K–5, with adjustments to Tier II and Tier III supports based on results.
- i-Ready diagnostic and standards mastery data will be reviewed quarterly for students in grades 2–5 to evaluate effectiveness of instruction and intervention.
- Common formative assessments and running records will be used schoolwide to monitor fluency, comprehension, and foundational skills development.
- Data from all sources will be used during quarterly data chats with teachers to identify trends, adjust instruction, and refine support plans.

Monitoring will be led collaboratively by the Instructional Leadership Team (ILT), including administrators, instructional coaches, and the SS&S Team, ensuring real-time feedback, progress tracking, and targeted adjustments to support teacher effectiveness and student achievement.

Person responsible for monitoring outcome

Ryan Gard-Harrold

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), FastForward (promising evidence), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-5 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan (CERP).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

RAISE Action Plan

Person Monitoring:

Ryan Gard-Harrold

By When/Frequency:

August 2025-Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Strengthen PLCs with a focus on benchmark-based planning, data analysis, and targeted instruction Weekly PLCs will center around reviewing formative assessment data (e.g., FAST PM, i-

Ready, running records), aligning instruction to benchmarks, and planning for small group differentiation. PLC agendas and data trackers will be reviewed by administration weekly. Evidence of aligned planning will be monitored through lesson plans and observed in walk-throughs. 2. Provide job-embedded professional development and coaching grounded in the Science of Reading and use of adopted ELA resources Coaches will deliver ongoing PD and embedded coaching on UFLI, Magnetic Reading, and guided reading best practices. Coaching cycles and logs will track the frequency and focus of support. Walk-throughs will monitor implementation fidelity, and impact will be assessed through changes in student proficiency on progress monitoring tools. 3. Implement and monitor Tier 2 and Tier 3 intervention supports using research-based curriculum Identified students will receive targeted interventions during designated blocks using research-based materials. Student growth will be tracked bi-weekly using formative assessments, i-Ready growth measures, and FAST PM data. MTSS progress monitoring meetings will guide intervention adjustments. Documentation will be maintained in the district's MTSS platform.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2025–2026 school year, Pine Crest Elementary School will focus on strengthening math instructional practices across all grade levels, with targeted support in grades 3–5, where state-assessed performance showed the greatest decline.

Based on 2024–2025 data, overall math proficiency decreased from 54% to 48%, indicating a schoolwide need to enhance conceptual understanding, problem-solving skills, and the consistent use of benchmark-based, rigorous instruction. While math remains the highest-performing subject relative to ELA and science, this downward trend signals the need for proactive instructional adjustments and deeper student engagement.

This area was identified as a priority need through analysis of:

- State assessment results showing a 6-point decline in proficiency
- Formative and district-based progress monitoring data reflecting inconsistent growth, particularly among students in the lowest quartile
- PLC and classroom observation data indicating variability in task alignment, student discourse, and real-world application of math skills

Effective math instruction is essential for building logical reasoning, academic confidence, and preparation for middle school coursework. The school will prioritize:

- Strengthening PLC collaboration around math task alignment, use of manipulatives, and math talk routines
- Implementing small group differentiated instruction and intervention blocks to support learners

who are below grade level

- Leveraging data from FAST, i-Ready, and district progress monitoring to inform planning and identify students in need of acceleration or remediation
- Providing targeted professional development and coaching cycles focused on benchmark-based math instruction, math fluency, and student-centered strategies

By focusing on instructional consistency, use of high-quality math materials, and strategic data use, Pine Crest aims to reverse the decline and increase overall math proficiency by at least 7 percentage points by the end of the school year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024–2025 school year, Pine Crest Elementary School’s overall math proficiency declined from 54% to 48%, based on statewide assessment data. This decline was consistent across multiple grade levels, with particular dips noted in grades 3–5.

To address this downward trend and support increased achievement, Pine Crest sets the following measurable outcome:

By the end of the 2025–2026 school year, overall math proficiency in grades 3–5 will increase from 48% to at least 55%, as measured by the statewide standardized math assessment.

Grade-level benchmarks include:

- 3rd Grade Math: Increase from 45% to 52%
- 4th Grade Math: Increase from 49% to 56%
- 5th Grade Math: Increase from 50% to 57%

Progress will be monitored throughout the year using:

- FAST progress monitoring (PM1, PM2, PM3)
- District and classroom-based assessments
- i-Ready math diagnostics and growth measures

This measurable outcome reflects a strategic, data-driven commitment to reversing the performance decline and equipping students with the foundational math skills necessary for long-term academic success.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and impact of the math instructional focus will be monitored through a multi-tiered system of support that emphasizes instructional consistency, data-driven planning, and student growth.

Implementation Monitoring:

- Weekly PLC meetings will focus on math task alignment, analysis of student work, and

planning for small group and whole group instruction using benchmark-aligned materials.

- Instructional walk-throughs and formal observations will be conducted by administrators and instructional coaches, using a math-specific look-for tool to assess the use of manipulatives, math discourse, and student engagement in problem-solving.
- Use of pacing guides and research-based resources will be reviewed during planning sessions to ensure alignment with the Florida B.E.S.T. benchmarks and support for scaffolded instruction.
- Coaching cycles will be used to provide real-time feedback, model lessons, and co-plan with teachers needing additional support.

Impact Monitoring:

- Student achievement will be tracked using i-Ready diagnostics, district common assessments, and FAST PM1–PM3 data to monitor growth and adjust instruction in real time.
- Data chats will be held quarterly between instructional staff and administration to review student progress, identify trends, and adjust instructional groups and intervention supports.
- Progress of Tier 2 and Tier 3 students will be monitored through the school's MTSS process and Early Warning System to ensure interventions are effective and timely.

Person responsible for monitoring outcome

Ryan Gard-Harold

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Ready Florida BEST Math Instruction, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Math Action Plan

Person Monitoring:

Ryan Gard-Harrold

By When/Frequency:

August 2025-ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step 1. Strengthen math-focused PLCs with emphasis on benchmark-based planning, formative assessment analysis, and student work review. Teachers will meet weekly in PLCs to collaboratively plan lessons, analyze formative assessment data, and adjust instruction based on student needs. PLC meeting notes, planning documents, and student data trackers will be reviewed by administration monthly to monitor alignment and instructional responsiveness. 2. Conduct regular instructional walk-throughs focused on math instruction, with timely feedback and coaching support. Administrators and coaches will complete bi-weekly walk-throughs using a math-specific look-for tool. Feedback will be shared immediately to guide teacher reflection and next steps. Trends will be tracked to determine professional development needs and coaching priorities. 3. Implement small group math intervention for Tier 2 and Tier 3 students using research-based strategies and progress monitoring tools. Targeted students will receive additional support during intervention blocks. Student progress will be monitored bi-weekly using i-Ready skill data and classroom-based assessments. Adjustments to groupings and strategies will be made during MTSS meetings. Documentation will be maintained in the school's MTSS/EWS platform.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2025–2026 school year, Pine Crest Elementary School will focus on improving 5th Grade Science achievement, which showed minimal movement from 55% in 2023–2024 to 54% in 2024–2025 on the statewide science assessment. While this represents a slight decline, the data indicates a need for deeper instructional rigor and alignment to state standards to ensure consistent year-over-year gains and improved student readiness for middle school science content.

This area was identified as a priority through review of state assessment results, teacher feedback, and walk-through data, as well as analysis of the impact of newly adopted curriculum materials. A key contributing factor was the implementation of a new science curriculum, which teachers and instructional staff noted lacked the same level of rigor and inquiry-based components as the previous resources. As a result, students had fewer opportunities for deep scientific reasoning, hands-on investigation, and standards-based application.

To support 5th grade science instruction, Pine Crest has a dedicated Science Resource Teacher who provides support through:

- Regular participation in PLC meetings
- Modeling and co-teaching lessons

- Facilitating lab investigations and science enrichment opportunities

This leadership role will be central to improving alignment, deepening student engagement, and enhancing instruction in science classrooms. Strengthening the effectiveness of science instruction will also help support achievement in related areas, such as informational reading and academic vocabulary.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–2026 school year, 5th grade science proficiency will increase from 54% to at least 62%, as measured by the statewide science assessment.

This outcome reflects a 8-percentage point gain and will be supported by:

- Enhanced instructional support from the Science Resource Teacher
- Improved use of rigorous, standards-aligned resources and lab investigations
- Targeted review and instruction based on standard mastery data
- Regular integration of scientific vocabulary and reading comprehension strategies

Progress will be monitored through:

- District science assessments
- Classroom-based formative tasks
- Student performance on benchmark-aligned review activities
- Lab investigation reflections and vocabulary checks

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation Monitoring:

- The Science Resource Teacher will collaborate with teachers during weekly PLCs to align instruction, review standards pacing, and plan labs.
- Instructional walk-throughs by administration and the science lead will monitor rigor, hands-on learning, and standards alignment.
- Use of pacing guides and planning tools will be reviewed regularly to ensure standard coverage.

Impact Monitoring:

- Student progress will be assessed using district benchmark assessments and teacher-created common formative assessments.
- Lab work, science journals, and exit slips will be analyzed monthly to assess student understanding of scientific processes and content.
- Data will be reviewed during quarterly science data chats to adjust instruction and target students for enrichment or intervention.

Person responsible for monitoring outcome

Ryan Gard-Harrold

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Science Plan

Person Monitoring:

Ryan Gard-Harrold

By When/Frequency:

August 2025-ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Facilitate weekly science-focused PLCs to support lesson planning, data analysis, and integration of hands-on labs. PLCs will focus on pacing, standard alignment, and use of inquiry-based labs. Meeting logs and lesson plans will be reviewed monthly by administration. Science walk-throughs will track implementation. 2. Increase the use of rigorous, benchmark-aligned science review and spiral instruction. Teachers will use data from formative assessments to design targeted mini-lessons and review tasks. Student performance will be tracked to ensure review supports benchmark mastery. 3. Provide job-embedded modeling and coaching for rigorous science instruction and lab facilitation. Co-teaching, modeling, and observation feedback will be used to strengthen teacher confidence and instructional delivery. Logs will document support and will be reviewed monthly by the ILT.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Pine Crest Elementary School has identified English Language Arts (ELA) proficiency in grades 3–5 as its primary area of academic focus. This focus is based on a significant decline in ELA achievement during the 2025–2026 school year, where overall proficiency dropped from 44% to 38%, and 3rd grade ELA performance fell to 34%, well below the state average of 57%. These trends are further amplified within key ESSA subgroups.

Both Students With Disabilities (SWD) and Black/African American students (BLK) showed disproportionately low performance in ELA, as evidenced by school-level disaggregated data and progress monitoring tools. Many students in these groups demonstrated gaps in foundational reading skills, particularly in decoding, fluency, and comprehension. In addition, Pine Crest serves a high population of ESOL and ESE students, many of whom require consistent, differentiated instruction and targeted interventions to access grade-level text aligned to state benchmarks.

Contributing factors included instructional inexperience, with three of four 3rd grade ELA teachers new to content area instruction, and a temporary absence of the school's ELA Coach during a critical instructional period. These staffing challenges made it difficult to meet the needs of historically underserved subgroups.

This area of focus was identified through a comprehensive review of state assessment data, i-Ready diagnostics, classroom walk-throughs, and teacher input, and aligns with the school's RAISE designation. Pine Crest will prioritize rebuilding instructional consistency and delivering high-impact literacy practices that support SWD, BLK, and all struggling learners.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–2026 school year, Pine Crest Elementary School will increase ELA proficiency in grades 3–5 from 38% to at least 48%, as measured by the statewide ELA assessment.

Subgroup-Specific Targets:

- Students With Disabilities (SWD) will increase ELA proficiency by from baseline performance to a minimum of 41% proficiency.
- Black/African American students (BLK) will increase ELA proficiency with a minimum target of 41% proficiency, aligning them with overall schoolwide goals.

Progress toward these targets will be supported through:

- Explicit, systematic phonics and comprehension instruction (e.g., UFLI, Magnetic Reading)
- Differentiated small group instruction, intervention blocks, and real-time data analysis through PLC collaboration
- Enhanced support from the State Regional Literacy Director (SRLD) under the RAISE designation

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Implementation and impact will be monitored through a multi-tiered data-informed system:

Implementation Monitoring:

- Weekly PLC meetings will review student work, assessment data, and lesson alignment, with a focus on subgroup performance and benchmark rigor.
- Instructional walk-throughs and coaching cycles will track fidelity of implementation for small group instruction, differentiated supports, and benchmark-aligned reading instruction.
- Coaching logs will track targeted support for teachers, SWD-focused instruction, and subgroup progress.

Impact Monitoring:

- i-Ready diagnostic assessments, FAST progress monitoring (PM1, PM2, PM3) and benchmark assessment will be reviewed regularly to assess subgroup growth.
- Data chats will be held with teachers every month to review trends for SWD and BLK students and adjust instructional plans.
- Subgroup performance will be disaggregated during leadership meetings to determine the effectiveness of interventions and supports.

Pine Crest's Instructional Leadership Team, in collaboration with the MTSS Team, will oversee implementation fidelity and progress toward subgroup performance goals.

Person responsible for monitoring outcome

Ryan Gard-Harrold

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), FastForward (promising evidence), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-5 continuum. All of the listed interventions have been included in the K-12

Comprehensive Evidence- Based Reading Plan (CERP).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

ESSA Plan

Person Monitoring:

Ryan Gard-Harrold

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Facilitate data-driven PLCs with a focus on subgroup performance and benchmark-aligned planning Weekly PLCs will focus on planning benchmark-aligned lessons, analyzing formative and diagnostic data (e.g., i-Ready, FAST), and adjusting instruction for SWD and BLK students. PLCs will include subgroup performance reflections and next-step planning. Monitoring will include PLC meeting logs, lesson plan reviews, and quarterly walkthroughs to ensure benchmark alignment and data-informed instruction. 2. Provide differentiated small group instruction and intervention aligned to foundational reading gaps Teachers will use progress monitoring data to form flexible small groups and deliver targeted instruction addressing decoding, fluency, and comprehension skills. Instruction will be scaffolded and aligned with benchmarks. Monitoring will include small group lesson plans, walkthrough observations, and analysis of student progress through i-Ready growth and FAST PM data, particularly for SWD and BLK subgroups. 3. Implement coaching and support cycles for new-to-content teachers and those supporting high-need subgroups The instructional coach will provide modeling, co-planning, and coaching for teachers new to ELA or serving large populations of SWD and BLK students. Coaching logs, teacher feedback, and observation data will be reviewed to evaluate instructional growth and its correlation with student performance.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Attendance has been a focus area at Pine Crest Elementary, with efforts beginning to show promising results. Over the past three years, the percentage of students with 10 or more unexcused absences has improved significantly:

- 2022–2023: 243 students out of 667 (36%)
- 2023–2024: 244 students out of 671 (36%)
- 2024–2025: 202 students out of 685 (29%)

While the number of students with excessive unexcused absences remained relatively flat between 2022–2023 and 2023–2024, a notable decrease occurred in 2024–2025, with the percentage dropping from 36% to 29%. This reflects a reduction of 42 students despite an increase in total enrollment.

This improvement suggests that attendance interventions and engagement strategies implemented during the 2024–2025 school year had a measurable impact. These include:

- Increased family outreach and communication regarding the importance of daily attendance
- Improved monitoring through early warning systems
- Support services for chronically absent students
- Greater integration of attendance discussions in MTSS and schoolwide culture-building efforts

However, while the downward trend is encouraging, nearly 1 in 3 students still missed significant instructional time due to unexcused absences. Continued attention to this area is critical, as chronic absenteeism negatively impacts academic achievement, particularly in foundational literacy and math skills.

Pine Crest will continue to prioritize reducing unexcused absences by building stronger home-school partnerships, expanding tiered attendance interventions, and ensuring students feel engaged and connected at school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024–2025 school year, Pine Crest Elementary School achieved a reduction in chronic absenteeism, with the percentage of students with 10 or more unexcused absences decreasing from 36% to 29%. While this represents meaningful progress, reducing chronic absenteeism remains a critical priority to support student achievement and consistent instructional access.

Measurable Outcome:

By the end of the 2025–2026 school year, Pine Crest Elementary will reduce the percentage of students with 10 or more unexcused absences from 29% to 24% or lower, as measured by end-of-year attendance data.

This outcome will be supported by:

- Continued implementation of tiered attendance interventions
- Early identification of at-risk students through the Early Warning System
- Increased family engagement and communication about the impact of attendance on learning
- Schoolwide efforts to build a positive and engaging climate that promotes daily attendance

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring – Attendance

Implementation Monitoring:

- Weekly attendance reports will be generated and reviewed by the attendance team to identify students approaching or exceeding unexcused absence thresholds.
- Tiered interventions (calls, conferences, attendance contracts, mentorships) will be documented in the Early Warning System (EWS) and reviewed monthly.
- The attendance team will conduct bi-weekly check-ins on students receiving Tier 2 or Tier 3 support to assess the effectiveness of interventions and make timely adjustments.

Impact Monitoring:

- Schoolwide attendance data will be reviewed quarterly to assess progress toward the measurable outcome.
- Comparative data analysis (month-to-month and year-over-year) will be conducted to identify patterns and trends by grade level, subgroup, and intervention status.
- Stakeholder updates will be shared with staff, leadership teams and parents to promote transparency and ownership of attendance goals across the school community.

This structured monitoring system will ensure early identification, consistent follow-through, and alignment between attendance and academic success initiatives at Pine Crest Elementary.

Person responsible for monitoring outcome

Sheila Giacomo- School Social Worker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Plan

Person Monitoring:

Ryan Gard-Harold

By When/Frequency:

August 2025-ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Monitor attendance data bi-weekly and implement tiered interventions using the SCPS Early Warning System (EWS) The SAM will pull and review attendance reports every two weeks. The Attendance Team (including the SAM, Social Worker, Counselor, and Assistant Principal) will identify students meeting Tier 2 and Tier 3 thresholds. Interventions such as parent contact, attendance contracts, truancy meetings, and home visits will be assigned and tracked in the EWS. Effectiveness will be monitored through quarterly comparisons of attendance trends and review of student-level intervention logs. 2. Facilitate truancy meetings and home visits for students with 10+ unexcused absences For students identified as chronically absent, the Attendance Team will schedule and facilitate formal truancy meetings to collaborate with families on identifying barriers and creating attendance plans. When necessary, home visits will be conducted. The impact of these actions will be monitored through follow-up attendance data, meeting notes, and resolution status recorded in student logs. 3. Implement schoolwide attendance initiatives to increase awareness and recognition Pine Crest will run schoolwide attendance campaigns that include parent communication (via ParentSquare), visual displays, and incentives for students with improved or perfect attendance. Teachers will encourage attendance through classroom-based recognitions. Monitoring will include tracking participation in incentive programs and reviewing shifts in Tier 1 attendance trends during quarterly Attendance Team meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

pinecrest.scps.k12.fl.us

Pine Crest Elementary School is committed to transparent communication and stakeholder engagement in the development, implementation, and monitoring of the School Improvement Plan (SIP) and Schoolwide Plan (SWP). In accordance with federal guidelines under 20 U.S.C. § 6314(b)(4), the school has developed a comprehensive dissemination plan to ensure that all stakeholders—including families, students, staff, and community partners—have access to key school improvement documents and understand the school's goals and progress.

1. School Staff and Leadership

- The SIP will be presented during a faculty meeting at the beginning of the school year, with printed copies and an electronic version shared via staff email and the internal staff drive.
- Updates and progress toward goals will be revisited during quarterly data chats, PLC meetings, and ILT meetings, with specific action steps assigned and progress indicators reviewed.
- Staff will participate in ongoing professional development aligned to SIP priorities, with the SIP referenced to anchor purpose and alignment.

2. Families and Students

- A parent-friendly summary of the SIP—including key goals, strategies, and budget use—will be created and shared in both English and Spanish (and other languages as needed) to ensure accessibility for all families.
- Dissemination methods will include:
 - Posting the full SIP and budget documents on the school website

- Sharing summaries and highlights through ParentSquare and school newsletters
- Presenting information during Open House, Title I Annual Meeting, and PTA meetings
- Students will be introduced to the schoolwide goals through morning announcements, classroom discussions, and visual displays, especially for attendance, academic growth, and positive behavior recognition.

3. Community Partners and Local Businesses

- Key documents will be shared with the school's Business Partners, SAC members, and community organizations via email and in-person presentations at SAC (School Advisory Council) meetings.
- Community stakeholders will receive updates through partnership newsletters and will be invited to participate in school events that align with SIP goals (e.g., attendance campaigns, STEM nights, literacy events).
- The SAC will formally review the SIP budget for input and approval, and meeting minutes will be made publicly available.

4. Accessibility and Language Considerations

- All dissemination materials will be written in plain language to ensure clarity for all readers.
- Translations will be provided in Spanish and other languages common within the school community, to the extent practicable.
- Families with limited literacy or digital access will be invited to in-person information sessions, and staff will be available to walk families through documents upon request.

This dissemination plan ensures that all stakeholders are not only informed, but also empowered to support and participate in the success of Pine Crest's school improvement efforts. Progress will be shared throughout the year, and feedback will be solicited to maintain a strong, inclusive school-community partnership.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

pinecrest.scps.k12.fl.us

Pine Crest Elementary School is committed to fostering strong, collaborative relationships with families and community stakeholders as a foundational component of its mission to support the whole child—academically, socially, and emotionally. The school recognizes that student success is strengthened when schools, families, and communities work together in meaningful partnership.

To fulfill this commitment, Pine Crest will implement the following strategies:

1. Meaningful, Consistent Communication

- Teachers and staff will use platforms such as ParentSquare, and email to provide timely, two-way communication about student progress, upcoming events, and academic expectations.
- The school will send weekly newsletters to families with school updates, student celebrations, and opportunities for involvement.
- Student progress will be shared regularly through progress reports, report cards, parent-teacher conferences, and student-led conferences, ensuring families are informed and engaged in their child's growth.

2. Family Engagement Opportunities

- Pine Crest will host monthly family engagement events, including curriculum nights, STEM nights, literacy events, and social-emotional learning workshops designed to connect families with instructional strategies and resources.
- Parents will be invited to participate in School Advisory Council (SAC) and PTO, providing opportunities to contribute to school decision-making and improvement planning.
- The school will offer parent education sessions on topics such as supporting learning at home, understanding assessments, and navigating digital tools.

3. Personalized Outreach and Support

- The School Social Worker and School Counselor will conduct home visits, parent meetings, and small group sessions to build trust with families experiencing challenges, and connect them with community resources.
- Attendance and academic interventions will include family goal-setting meetings and individualized student support plans to ensure parents are active partners in addressing barriers to learning.

4. Inclusive and Culturally Responsive Practices

- All communication will be provided in English and Spanish (and other languages as needed) to ensure accessibility for all families.
- Staff will receive ongoing professional development in cultural competency and family engagement, reinforcing the importance of inclusive, asset-based partnerships with all families.
- The school will celebrate the diversity of its student population through multicultural events, heritage celebrations, and inclusive displays that reflect and honor students' backgrounds.

5. Community and Business Partnerships

- Pine Crest will continue building relationships with local businesses, faith-based organizations, and community agencies to expand support services for students and families, such as mentoring, school supplies, and extracurricular enrichment.
- Community partners will be engaged in school events, recognition programs, and volunteer opportunities that align with school goals and values.

Through these intentional efforts, Pine Crest Elementary aims to cultivate a school culture rooted in

trust, respect, and shared responsibility—one where families and community members are seen as valued partners in every child's success. These relationships will help ensure that each student is known, supported, and equipped to reach their fullest potential.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Pine Crest Elementary School is committed to ensuring that all students have access to a high-quality, rigorous academic experience that prepares them for success in the next grade level and beyond. To achieve this, the school has developed a multi-pronged approach focused on strengthening instructional practices, increasing meaningful learning time, and enriching curriculum offerings—with a primary Area of Focus in English Language Arts (ELA) proficiency across grades K–5.

1. Strengthening Core Instruction and Alignment

To build a strong academic foundation, Pine Crest will continue to:

- Implement explicit, systematic instruction aligned to state benchmarks, including the use of UFLI Foundations, Magnetic Reading, i-Ready, and benchmark-aligned materials.
- Engage instructional staff in weekly Professional Learning Communities (PLCs) that focus on unpacking benchmarks, designing rigorous tasks, and analyzing student work and formative data.
- Provide job-embedded professional development tied to the Science of Reading and evidence-based practices for differentiated instruction, delivered through instructional coaches and State Regional Literacy Director (SRLD) support.

This approach ensures consistency in quality, clarity in expectations, and greater impact on student learning across classrooms.

2. Increasing the Amount and Quality of Learning Time

Pine Crest has designed its master schedule to maximize both the amount and quality of instructional time by:

- Protecting uninterrupted 90-minute ELA blocks and ensuring all students receive daily, dedicated time for reading instruction.
- Embedding Tier 2 and Tier 3 intervention blocks into the school day, using research-based programs to close skill gaps without pulling students from core instruction.
- Offering before- and after-school academic support, including targeted tutoring for students performing below grade level in reading and math.
- Utilizing progress monitoring tools (FAST, i-Ready) to guide flexible grouping, reteaching, and enrichment based on student need.

These structures ensure that learning time is purposeful, data-driven, and responsive to individual students.

3. Enriched and Accelerated Curriculum Opportunities

To support enrichment and acceleration, Pine Crest will:

- Integrate cross-curricular connections in reading, writing, science, and math to deepen comprehension and promote academic vocabulary.
- Provide enrichment opportunities through hands-on science labs, project-based learning, coding activities, and cross-grade peer mentoring.
- Identify students for acceleration and enrichment using ongoing assessment data, teacher input, and student interest.
- Offer extended learning opportunities through gifted services, academic clubs, and schoolwide challenges designed to engage all learners.

These enrichment opportunities help elevate academic curiosity, creativity, and student engagement across grade levels.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Throughout the course of the school year, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the status of the proposed activities that fall under the direction of DTL. Such activities/programs include split-funded teacher-on-assignment Program Specialists, Reading Eggs at Title I elementary schools, an incoming third grade summer learning program, a summer literacy bus, and additional teacher induction mentors at Title I schools with high numbers of new educators. These decisions may impact the Title I, Part A plan for the following school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student

Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which spans early December to late March for the upcoming school year, leadership from the Federal Projects and Resource development department collaborate with Title I school principals, and district-level leadership who oversee TIPA areas of focus, on developing Title I schoolwide plans which will best contribute to closing academic achievement gaps. As TIPA SWPs are being developed, Title I school principals may indicate from which departments they want support in the development and implementation of their plans: Alternative Programs, Career & Technical Education, ePathways, Early Learning/VPK, ESOL World Languages & Student Access, Families in Need, Federal Projects & Resource Development, Leadership Pathways, Student Assignment & Program Access, Student Support Services, Teaching and Learning. Such cross-departmental collaboration could include braiding Title I, Part A and IDEA funding to split-fund an ESE teacher, or Title I, Part A and Title III, Part A funds both supporting a supplemental English language acquisition program at a Title I school.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Pine Crest Elementary School is committed to supporting the development of the whole child by offering counseling, mental health services, and social-emotional learning (SEL) supports that promote resilience, emotional regulation, interpersonal skills, and overall well-being. The school employs a full-time School Counselor and School Social Worker who provide individual and small-group counseling, coordinate school-based mental health referrals, and deliver SEL lessons. In addition to direct services, Pine Crest facilitates mentoring programs, including peer buddy systems and teacher-student check-ins, to help students build trusting relationships and navigate social challenges. The school partners with community-based mental health providers to ensure access to wraparound services, especially for students identified through the MTSS or Early Warning System. These supports are integrated into the daily structure of the school and aligned with student needs identified through teacher referrals, behavior data, and family input.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

As an elementary school, Pine Crest begins preparing students for postsecondary success and career awareness by fostering a future-focused mindset and integrating college and career exploration into classroom discussions, guidance lessons, and schoolwide initiatives. The School Counselor introduces students to a range of career fields through career days, guest speakers, and themed spirit weeks (e.g., "Dress for Your Future Job Day"), helping students begin to envision their long-term goals.

Classroom teachers embed real-world applications into lessons to help students connect academic learning with workforce skills, such as collaboration, communication, and problem-solving. Through project-based learning and STEM activities, students are encouraged to explore interests and practice critical thinking—skills foundational to future success. These early experiences build the foundation for more formal career and college pathways in middle and high school.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Pine Crest Elementary implements a schoolwide tiered model of behavioral support grounded in Positive Behavioral Interventions and Supports (PBIS) and aligned with the Multi-Tiered System of Supports (MTSS). At Tier 1, the school promotes clear behavior expectations, positive reinforcement, and consistent routines to establish a culture of respect and safety. Schoolwide behavior expectations are taught explicitly, posted in classrooms, and reinforced through the “Pine Crest Pride” recognition system.

For students requiring additional support, Tier 2 interventions include check-in/check-out systems, social skills groups, and targeted behavior plans facilitated by the Counselor or Social Worker. Tier 3 students receive individualized behavior support plans, often developed in collaboration with the MTSS Team, ESE specialists, and families. These supports are aligned and coordinated with services provided under the Individuals with Disabilities Education Act (IDEA) to ensure seamless delivery of interventions for students with disabilities.

Behavior data (e.g., office referrals, teacher input, time-on-task) is reviewed regularly to guide decision-making and intervention adjustments.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Pine Crest Elementary provides ongoing, job-embedded professional learning for teachers, paraprofessionals, and support staff to improve instruction, increase data literacy, and strengthen instructional practices in high-need areas, particularly ELA and early literacy. Weekly Professional Learning Communities (PLCs) are facilitated by instructional coaches and administration, focused on data analysis, benchmark-based planning, and task alignment.

Professional development is aligned with the Science of Reading, differentiated instruction, and the integration of formative assessments into daily practice. Staff also receive training in culturally responsive teaching, social-emotional learning, and behavior management strategies to ensure equitable, inclusive learning environments.

To support retention, the school fosters a culture of collaboration, celebrates teacher leadership, and ensures that new staff receive mentoring from experienced colleagues. Targeted recruitment efforts for high-need positions are supported through district partnerships and early onboarding.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Pine Crest Elementary collaborates with local early childhood education providers, including district-operated Pre-K programs and community preschools, to ensure a smooth transition for incoming kindergarten students. Transition strategies include:

- Kindergarten Round-Up events for families to meet staff, tour classrooms, and learn about curriculum expectations
- Joint planning between Pre-K and kindergarten teachers to align instructional approaches and early literacy focus
- Use of transition profiles or readiness checklists to ensure kindergarten teachers are informed about each child's strengths and needs
- Offering parent workshops that focus on early learning strategies, routines, and school readiness skills

These strategies promote positive transitions and build confidence for both students and families as they enter the elementary school environment.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

ELA - In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00