

Seminole County Public Schools

Pine Crest Elementary School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
0141	Pine Crest Elementary School			Y	\$342,715.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

Pine Crest Elementary established comprehensive support services that develop family and community partnerships through positions designed to provide daily support for students and families. Seminole County Public Schools provides an allocation for a full-time guidance counselor to every elementary school, including Pine Crest. In addition, using Title I, Part A funds, Pine Crest provides a full-time social worker and a full-time behavior interventionist. The three individuals collaborate to support students and families with individual student and family counseling, coordination with local agencies to support families in need and support to families through home visits, and a food pantry. Additionally, the guidance counselor and social worker coordinate with district mental health resources, when needed.

The principal, working alongside these individuals, has engaged in community outreach such that current community partnerships support the students and families of Pine Crest with school uniforms, backpacks, school supplies, and performance incentives, such as books, bicycles and games. These community partnerships are ongoing and the school will continue to form additional partnerships.

Budget Requested: \$0

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Through TSSSA funds, Pine Crest Elementary will continue to implement Amplify Core Knowledge Language Arts in grades K-3 in the 2020-2021 school year. The unique structure of CKLA allows every student to develop foundational skills and build knowledge for deep comprehension leading to high academic standards and improved student achievement. CKLA K-2 curriculum contains two strands. The first is the Skills Strand that addresses systematic phonics, connected reading and writing, grammar, spelling, the writing process, vocabulary and handwriting. The Knowledge Strand includes complex read-alouds, background knowledge, vocabulary, text-based discussion and writing. The Grade 3 program is integrated, content-rich instruction that includes daily reading, writing, speaking and listening practice

integrated into content-driven units that develop knowledge and comprehension. K-3 resources include embedded assessments for short-cycle progress monitoring and provides an explicit Remediation Guide. Writing Extension resources provide authentic writing projects for deep engagement. Supports for ELL students that provide language-rich instruction to build vocabulary and English proficiency. Leveled classroom libraries provide high-quality texts that support the CKLA Knowledge Strand. New for SY20/21 is the use of mClass DIBELS and mClass math. These additional supplemental resources will support and strengthen implementation of the curriculum, allowing teachers and coaches to differentiate support for students in grades K-3. Anticipated impact will be in foundational literacy and comprehension skills, as well as early numeracy skills.

The goal of implementation of CKLA is to build strong foundational skills and background knowledge in order to ensure students are fully prepared to engage in grade level, standards-based learning beginning in kindergarten and are fully prepared for rigorous work as students move into grades 3-5.

To complement the introduction of this supplemental curriculum, under TSSSA, the school will engage a team of teachers to develop lessons aligned with this K-3 initiative. A team of eight teachers and one instructional coach will support this effort to cultivate aligned and complex CKLA units.

In 2018-2019, the percent of students scoring at proficient (all students tested) or better on the FSA were as follows: FSA ELA: 3rd grade- 25.6%; 4th grade- 26.5%; 5th grade- 41.3%.

While the 2019-2020 FSA ELA was not conducted, i-Ready Diagnostic 2 progress monitoring data indicated that for grades 3-5, there was a very slight improvement in the overall predicted percent scoring "On or Above Grade Level"; however, for Grade 3, data showed a 2.2% increase in December 2019. While a slight improvement, this date is an indicator of initial progress in the first year of implementation of CLKA.

Budget Requested: \$52,444

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

In previous years, Pine Crest utilized UniSIG funds to provide professional development for teachers in Academic Parent Teacher Teams (APTT), a research-based approach to engage parents in the academic lives of their children, in collaboration with their teachers. Teachers plan parent nights for students and families based on student data, provide support and take-home materials, and follow up with the families to provide additional support. As all teachers have been previously trained in APTT, these activities will continue into 2020/21. The school's Title I, Part A family engagement set-aside will assist in sustaining implementation of the parent and family activities, as appropriate.

In previous years, Pine Crest has utilized UniSIG funds to provide professional development for teachers in Academic Parent Teacher Teams (APTT). In 2019-2020, Pine Crest continued to use the practices learned to provide timely and frequent opportunities for teachers to collaborate with parents to support them in assisting their students in learning. The school's Title I, Part A family engagement set-aside will assist in sustaining implementation of practices designed to increase parental engagement in their child's education. Pine Crest will continue to provide numerous family engagement activities, such as STEM Night, Literacy Night, Take Your Parents to School Night, as well as create new opportunities to engage parents in activities to support

student learning through computer science, the magnet school's theme.

In particular, Scholastic Book Fairs has developed a unique partnership with Pine Crest Elementary to provide at least 10 books per year to each student for the purpose of building home libraries. A large scale study featuring data from 31 countries reports that home libraries are strongly linked to children's academic achievement.(Sikora, J., Scholarly culture and occupational success in 31 countries. Comparative Sociology: 43(2) 176-218. June, 2015.) Scholastic administrators developed a three-year plan to continue this important work with Pine Crest students and families. In 2020-2021, the partnership with Scholastic will continue, as the company has donated additional funds to maintain the initiative.

Budget Requested: \$0

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

Pine Crest Elementary has established the following strategies to improve identification, recruitment and retention of instructional personnel. Below are existing approaches the school utilizes:

- Provide immediate staffing support from Human Resources when openings occur.
- Provide prioritized recruiting and hiring opportunities.
- Improve PLC support to help retain teachers.
- Provide intensive professional development and coaching to support teachers.
- Provide new teachers a mentor to support them throughout the school year.

Through Title I, Part A funding, a salary differential supplement is provided for teachers in Title I served schools.

Budget Requested: \$0

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Pine Crest Elementary Magnet School of Innovation has collaborated with Learning Sciences International (LSI) during the previous three school years for the purpose of achieving rigorous core instruction to improve student achievement. For the 2020/21 school year, Pine Crest will continue to implement the Schools for Rigor model to support standards-driven learning for every student so that students are prepared to display their proficiency on state and local assessments. The vision for the school and long-term goal is to prepare students to meet the

educational and social challenges of school today and of a global workplace tomorrow.

LSI's Schools for Rigor model is designed to meet this goal through its school wide approach to teaching, learning, and instructional leadership focused on one thing - evidence of student learning. The school leaders and coaches will continue to build capacity among themselves and teachers to:

- Plan and deliver rigorous, standards-based lessons
- Implement powerful classroom strategies to increase rigor,
- Empower students to engage in cognitively complex learning, and
- Use real-time formative assessment data to strengthen instruction.

Through the collection of real-time school data and overlaying the RigorWalk® instructional verification process, there will be an increase in the quality of classroom instruction and a decrease in the variability of instruction between classrooms so that instructional gaps can immediately be addressed as they arise. School leaders and teachers will use the LSI Growth Tracker, LSI Trend Tracker and LSI Standards Tracker to progress monitor implementation of strategies and student learning. To be successful, this partnership requires an equal commitment by school and district leaders to:

- Establish a positive, growth mindset,
- Sustain collegial, collaborative, and continuous professional learning to build internal capacity for instructional leadership,
- Collect, share, and carefully analyze data to make informed decisions, and
- Monitor progress, accept responsibility for outcomes, and immediately take necessary corrective actions.

As discussed, in the previous school year, Pine Crest implemented the Amplify Core Knowledge English Language Arts as a curriculum tool for student achievement in grades K-3. Under the school's TSSSA plan, professional development was provided to introduce teachers (Grades K-3) to the curriculum and implementation fidelity. In 2020/21, this training will be focused on use of mClass DIBELS and mClass math implementation. Using TSSSA funds, this training will be provided to all instructional staff (K-3), supporting academic intervention teachers, and instructional coaches prior to the school year.

Further, through the TSSSA, ongoing coaching, professional development and classroom monitoring will be provided by Amplify during the school day for 10 days (5-two day support sessions) to ensure the program is implemented with fidelity and all teachers and instructional coaches successfully master the pedagogical strategies necessary for implementation.

An additional professional development resource to be implemented is supplemental support of an i-Ready trainer. Pine Crest is using Curriculum Associates' i-Ready® Reading and Math program as a supplementary resource for K-5 students. The power of any supplementary program depends on a combination of using a research-based model with highly trained teachers who understand the why, what and how of the program. In order to provide expert support for Pine Crest teachers to implement the i-Ready program with fidelity, an iReady trainer will work directly with teachers, coaches, paraprofessionals and support staff. The i-Ready expert trainer will meet with the staff designated by the principal during on-site or remote consultations. The principal will designate staff depending on teacher training need and i-Ready student data reviews. This activity will be funded through Title I, Part A.

Budget Requested: \$27,605

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

Through TSSSA, the school will assign three certified teacher interventionists (2.8 FTE) to work with students in grades 4 and 5 to support ELA and math instruction. The intervention teachers will work collaboratively with classroom teachers to provide personalized instruction to students in need of additional support. The teacher will use i-Ready diagnostic data to develop focused support using the i-Ready Tool Box for specific intervention in small group or one-on-one instruction for the purpose of additional differentiated standards-based instruction. Targeted students are those achieving in Levels 1 and 2 on the FSA ELA and/or Math. As noted previously for ELA, school-level data drives the need for this strategy to provide focused instruction to improve student academic proficiency. In 2018-2019, the percent of students scoring at proficient (all students tested) or better on the FSA Math was 33% (2.9 percentile in the state; lowest scoring in the district); 42% of student achieved learning gains and 47% of the lowest quartile achieved learning gains. While the 2019-2020 FSA Math was not conducted, i-Ready Diagnostic 2 progress monitoring data indicated that for grades 3-5, the overall predicted percent scoring "On or Above Grade Level" at Pine Crest was 18%; the district elementary average was 58%.

Additionally, through TSSSA, a certified teacher (1.0 FTE) will work with 4th and 5th grade teachers to provide critical support for teachers' instruction of the science standards. Focusing on standards-based, rigorous instruction will support the continued growth of student achievement, as well as the development of teachers' capacity for the delivery of intentional, standards-based, in-depth instruction. The teacher will be responsible for leading team planning and preparation in the four assessed areas of instruction: Nature of Science, Life Science, Earth/Space Science, and Physical Science, as well as facilitating student learning through the co-teaching of robust, hands-on science investigations and inquiry. A special emphasis will also be placed on student performance analysis and formative assessments, allowing teachers to differentiate instruction on a daily basis to meet the needs of our diverse student population and ensure student growth and achievement. In addition, utilizing student progress monitoring data, the teacher will design specific intervention for students with small group or one-on-one instruction for the purpose of additional differentiated standards-based instruction in science.

There is a significant need to focus support to science achievement. While Pine Crest has demonstrated improvement in the area of science, districtwide the school has had the lowest science standardized assessment performance for the last three years (see table below). Additionally, statewide Pine Crest's science performance has been in the bottom 10% of all elementary schools.

Pine Crest ES Science Achievement Trend Data, SY17 - SY19

16/17 - Science Achievement, 19%; District Rank, 37 (out of 37); Science Achievement State Rank, 1682 (3.3 state percentile).

17/18 - Science Achievement, 31%; District Rank, 37 (out of 37); Science Achievement State Rank, 1587 (8.3 state percentile).

18/19 - Science Achievement, 30%; District Rank, 37 (out of 37); Science Achievement State Rank, 1570 (9.6 state percentile).

In addition to supplemental school-day intervention, the school will provide out of school time instructional support in the format of after-school, weekend, distance learning sessions or summer academic camps. [Note, these out-of-school time academic support camps throughout the year, and a summer academic camp in June 2021 will be provided using TSSSA

19/20 carry forward funds.] Focused recruitment will be conducted to ensure the school's highest need students are invited to attend these academic opportunities. Certified teachers will provide academic intervention and enrichment to provide students the opportunity for improvement to academic proficiency during this outside of school time.

Budget Requested: \$262,666

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

1	III.1.	Family and Community Partnerships				\$0.00
2	III.2.	Academic and Character Standards				\$52,444.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0141 - Pine Crest Elementary School	TSSSA		\$37,469.00
<i>Notes: Reading program (K-3) materials</i>						
	5100	510-Supplies	0141 - Pine Crest Elementary School	TSSSA		\$2,098.00
<i>Notes: Reading program (K-3) progress monitoring assessment tools</i>						
	5100	369-Technology-Related Rentals	0141 - Pine Crest Elementary School	TSSSA		\$6,400.00
<i>Notes: Reading program (K-3) student licenses (mClass DIBELS 8 & mClass Math); \$16 per student</i>						
	6300	120-Classroom Teachers	0141 - Pine Crest Elementary School	TSSSA		\$5,040.00
<i>Notes: Supplemental pay, Teachers. Curriculum Support CKELA Curriculum Writing, July/August 2020: 12 teachers, K-3 x \$35/hr (avg. est) x 6 hrs/day x 2 days = \$5,040</i>						
	6300	210-Retirement	0141 - Pine Crest Elementary School	TSSSA		\$504.00
<i>Notes: Retirement (10%)</i>						
	6300	220-Social Security	0141 - Pine Crest Elementary School	TSSSA		\$313.00
<i>Notes: Social Security (6.2%)</i>						
	6300	230-Group Insurance	0141 - Pine Crest Elementary School	TSSSA		\$74.00
<i>Notes: Medicare (1.45%)</i>						
	6300	240-Workers Compensation	0141 - Pine Crest Elementary School	TSSSA		\$22.00

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			Notes: Workers Compensation (0.44%)			
	6300	130-Other Certified Instructional Personnel	0141 - Pine Crest Elementary School	TSSSA		\$444.00
			Notes: Supplemental pay, Other Instructional Staff. Curriculum Support CKELA Curriculum Writing, July/August 2020: 1 instructional coach x \$37/hr (avg. est.) x 6 hrs/day x 2 days = \$444			
	6300	210-Retirement	0141 - Pine Crest Elementary School	TSSSA		\$44.00
			Notes: Retirement (10%)			
	6300	220-Social Security	0141 - Pine Crest Elementary School	TSSSA		\$28.00
			Notes: Social Security (6.2%)			
	6300	230-Group Insurance	0141 - Pine Crest Elementary School	TSSSA		\$6.00
			Notes: Medicare (1.45%)			
	6300	240-Workers Compensation	0141 - Pine Crest Elementary School	TSSSA		\$2.00
			Notes: Workers Compensation (0.44%)			
3	III.3.	Parental Involvement				\$0.00
4	III.4.	Incentives for Instructional Personnel				\$0.00
5	III.5.	Professional Development				\$27,605.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	312-Subagreements greater than \$25,000	0141 - Pine Crest Elementary School	TSSSA		\$26,000.00
			Notes: Professional development provider; CKELA K-3 Two 6-hour days of remote professional development for Mclass implementation (July/August); K-3 teachers and instructional support staff (up to 30), \$1,000 per day x 2 days = \$2,000 On-site or remote, job-embedded professional development support; 1 trainer, 2 full days during the school year; 10 total days (2 consecutive) = \$2,400 x 2 days = \$4,800 x 5 two-day sessions = \$24,000			
	6400	510-Supplies	0141 - Pine Crest Elementary School	TSSSA		\$1,605.00
			Notes: Professional learning materials for staff			
6	III.6.	Focused Instruction				\$262,666.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0141 - Pine Crest Elementary School	TSSSA	2.8	\$147,807.00
			Notes: Teacher, Intervention (2.8 FTE)			
	5100	210-Retirement	0141 - Pine Crest Elementary School	TSSSA		\$14,781.00
			Notes: Retirement (10%)			
	5100	220-Social Security	0141 - Pine Crest Elementary School	TSSSA		\$9,165.00

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Pine Crest Elementary School

			<i>Notes: Social Security (6.2%)</i>			
	5100	230-Group Insurance	0141 - Pine Crest Elementary School	TSSSA		\$23,655.00
			<i>Notes: Insurance, \$8,448 flat rate per FTE</i>			
	5100	230-Group Insurance	0141 - Pine Crest Elementary School	TSSSA		\$2,144.00
			<i>Notes: Medicare (1.45%)</i>			
	5100	240-Workers Compensation	0141 - Pine Crest Elementary School	TSSSA		\$651.00
			<i>Notes: Workers Compensation (0.44%)</i>			
	5100	120-Classroom Teachers	0141 - Pine Crest Elementary School	TSSSA	1.0	\$47,433.00
			<i>Notes: Teacher, Content-Area Support (1.0 FTE)</i>			
	5100	210-Retirement	0141 - Pine Crest Elementary School	TSSSA		\$4,744.00
			<i>Notes: Retirement (10%)</i>			
	5100	220-Social Security	0141 - Pine Crest Elementary School	TSSSA		\$2,941.00
			<i>Notes: Social Security (6.2%)</i>			
	5100	230-Group Insurance	0141 - Pine Crest Elementary School	TSSSA		\$8,448.00
			<i>Notes: Insurance, \$8,448 flat rate per FTE</i>			
	5100	230-Group Insurance	0141 - Pine Crest Elementary School	TSSSA		\$688.00
			<i>Notes: Medicare (1.45%)</i>			
	5100	240-Workers Compensation	0141 - Pine Crest Elementary School	TSSSA		\$209.00
			<i>Notes: Workers Compensation (0.44%)</i>			
					Total:	\$342,715.00