

Pine Crest Elementary School



2015-16 School Improvement Plan

Pine Crest Elementary School

405 W 27TH ST, Sanford, FL 32773

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0141>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	90%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Seminole County Public Schools is to ensure that all Early Childhood Programs and Pre-K through Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Pine Crest School of Innovation would like all of our 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 life-long 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.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Pine Crest Faculty and Staff is provided with detailed information about students at Pine Crest through weekly Professional Learning Communities, Extended Planning time, and intense Data discussions. Teachers are provided professional development in all academic areas, with concentration on cultural relevant instruction, differentiation, and high cognitive complexity questioning with high cognitive extended responses in both small group and whole group discussion. Throughout the school year there are multiple family nights and media evenings for teachers, students, and families to work together. Pine Crest strives to develop purposeful relationships and bridge the cultural divide through rigorous blended learning, small group instruction, and team building in and out of the classrooms to create life long learners and productive citizens of society.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Pine Crest is in it's third year of implementation of Positive Behavior Support where a school wide initiative to promote the 4 Ps: Prompt, Polite, Prepared and Productive has been implemented and is reviewed each day in "family meetings" and before exiting the classrooms using the "4 on the Door" 4 P Procedures.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Pine Crest has a Positive Behavior Support Plan and team in place that is guided by the school principal and the PBS team that reinforces and guides the staff to focus on the 4 Ps - Prompt, Polite, Prepared and Productive. Pine Crest has developed an incentive program that is school wide, which allows the students to earn Paw Prints for demonstrating the 4 Ps. The students may use the Paw Prints to purchase items in the PBS Store monthly.

The PBS team consists of the Principal - Dr. Maria Katz, Assistant Principal - Claude Archie, School Administrative Manager - Carissa Curran, Behavior Support - Olanthia Stallworth, and Guidance Counselors Eric Cameron and Erica Hills.

Pine Crest Elementary School's PBS Prevention Plan is a multi-tiered implementation program that provides extensive support to all the students that attend Pine Crest. The students at Pine Crest will be able to carry over their learned life skills into their daily lives beyond the walls of Pine Crest and as they move forward in their education. The PBS Prevention Plan begins by being greeted upon arrival at Pine Crest and again at the doors of their classrooms where they promptly begin their "family meetings" and review the 4 P's, the behavior goals posted within the classroom, practice and review procedures, and review the importance of the cool off zone in the classroom.

In the event that the positive beginning to their day is interrupted by a behavioral challenge the procedures that are in place for the classroom teachers are as follows:

1. Cool off Zone (within the classroom)
2. Time out in another classroom with the same grade level so learning may continue.
3. Call the Behavior Support person, if she is unavailable, the teacher is to call the front office where a member of the PBS Team will be contacted and sent directly to the classroom to intervene.
4. The PBS team member will provide classroom support: talk to student, sit with student to complete work, take student on a walk, or other necessary behavioral strategies.
5. If the problem persists, the student will join the behavior support personal in the office.

In order to begin the bridge into the community and develop relationships by making connections between students, their families, and Pine Crest staff, during pre-plan the teachers take time to make a phone call home to introduce themselves, find out a little about the student and family, and welcome them to a new school year at Pine Crest Elementary, a school of Innovation. As the begins, the teacher takes time to send at least one positive note about the students development and progress within the classroom. Starting off on this positive note will help build a great working relationship with the student, family and community setting the student up for a year of success.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The students of Pine Crest Elementary School will participate in many different counseling groups throughout the school year provided by our school counselors and social worker. In addition, many outside agencies work with our students to provide the support needed to continue their emotional and behavioral development. Pine Crest Elementary School works with Seminole State College to provide mentors for our students in need. With these programs in motion, the goal is to ultimately provide the students with the life skills and tools to be a positive productive citizen.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The EdInsight program is utilized by Seminole County Schools and Pine Crest Elementary School to track early warning indicators for students. A student "risk score" is provided and monitored based upon early warning factors such as frequent absences, discipline infractions and suspensions, below-level performance on assessments, grades, free and reduced lunch status, MTSS tiers, and previous retentions. Students with above average risk scores are monitored closely throughout the school year, allowing appropriate interventions to occur in a timely manner.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	1	1	2	6	1	11
One or more suspensions	1	1	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	1	6	1	8

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	2	6	1	11

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Tier 2 and 3 Reading and Math Intervention provided by classroom teachers and interventionist.
Before school tutorial program.
I Ready for K-5 students.
Positive Behavior Support school wide
Behavior Intervention team working with all Tier 3 behavior students
Follow detail truancy procedures to constantly track students who have missed 3, 5 and 10 days.
K-2: 60 minute push-in model to provide small group instruction using two teachers during the ELA block.
3-5: 60 minute push-in model to provide small group instruction using two teachers during the ELA block
3-5: 60 minute push-in model to provide small group instruction using two teachers during the STEM block

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents attend one face to face parent conference.
Parents attend student lead conference night
Parents participate in one school wide activity with a focus on academics.
Parents log into Skyward Parent Portal at least once during each trimester.
Monthly newsletter is sent home to parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Pine Crest Elementary school works with local businesses, churches, and community outreach centers to create partnerships to both assist with school wide events and provide support to the students and their families. With the support that is provided by these businesses and organizations, Pine Crest students receive resources that give them additional stability and support that enhances their achievement resulting in preparing them to be productive life long learners. Part of becoming a life long learner and productive citizen, the students at Pine Crest are asked to show their appreciation to those who support them, by writing thank you letters, drawing pictures, and inviting the business and out reach programs to all of the events at Pine Crest Elementary School.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Katz, Maria	Principal
Curran, Carissa Mae	Administrative Support
Macbeth, Brenda	Instructional Coach
Archie, Claude	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administration: The administration at Pine Crest attends county and school based meetings, PLCs, and PLNs to gain knowledge and provide input. Administration will monitor the classrooms, teacher instruction, and provide necessary feedback.

Instructional Coaches: The instructional Coaches of Pine Crest attend county and school based meetings, PLCs, and PLNs to gain information and provide input. The instructional coach provides suggestions and direction on instruction that can be used, helps determine if student's Tiers are met or need to adjusted, coordinates ELA and STEM blocks, provides data tracking materials, collects and analyzes data, and provides teachers with necessary support so that both the teacher and students achieve success.

School Guidance Counselors - Pine Crest counselors facilitate MTSS and ESE meetings, tends to students records and needs, assist in behavior needs, and meets with students to provide support with behavior, emotional needs, and academic challenges.

Behavior Resource- Attends meetings where Behavior is a concern, discusses behavioral

interventions that can be implemented, reviews times that a specific student has been met with in regards to behavior, and helps develop Behavior Plans.

Teachers - Pine Crest teachers provide students with rigorous, high cognitive complex questioning and discussion through small groups and blended learning. The classroom teachers puts the needs of each student

and their education first by individualizing their instruction providing differentiated learning to guide the students in their achievement and becoming stronger life long learners. The teachers at Pine Crest will attend PLCs and PLNs, and extended planning meetings to review the Florida Standards, create intense rigorous lessons meeting each students individual needs through differentiation of the content, and create formative and summative assessments to track the students ability. The teachers bring student data, standards, and other necessary materials to all meetings. Teachers ensure that all students guardians are kept up to date with their students success and needs through scheduling and holding Parent/Teacher Conferences to review student's progress and data.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Pine Crest Elementary School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria Katz	Principal
Carissa Curran	Teacher
Brenda Macbeth	Teacher
Shelly Kalalhar	Teacher
Michelle Richka	Teacher
Erica Hills	Teacher
Krystal Smith	Teacher
Gabriela Thomas	Parent
Robinson Figueroa	Teacher
Vanessa Desouza	Teacher
Barbara Hess	Parent
Sarah Schuieckert	Parent
Helen Ramos	Parent
Danielle Reed	Parent
Melissa Nettles	Parent
	Student
Nonvi Velez Casom	Parent
Alicia Lewis	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SIP was reviewed. We maintained the same goal and continue to work on action plan.

Development of this school improvement plan

The SAC Team consistently meets to discuss plans for school improvement at Pine Crest Elementary. They reviewed the 2015-2016 school data and assisted with the development of the targets and goals.

Preparation of the school's annual budget and plan

SAC Budget was discussed at first SAC meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Improvement Funds will be used for the following:
Professional Development related to specific Targets and Goals
Materials and supplies for on-going support of classroom instruction

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Katz, Maria	Principal
Curran, Carissa Mae	Administrative Support
Macbeth, Brenda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team of Pine Crest Elementary School is to ensure rigorous instruction with lessons aligned to Florida State Standards and the use of Marzano's practices and Webb's depth of knowledge is implemented on regular daily basis. The Literacy Leadership Team will provide teachers with professional development in regards to successfully DRA a student and monitor their progress through the use of Running Records. The teachers will receive a minimum of 4 hours of professional development to learn to implement Running Records, interpret the data they provide, and apply the findings to their individualized instruction. The teachers will also receive instruction on taking successful anecdotal notes on students during small groups and use the notes to create rigorous lessons with high cognitive complexity questioning and discussion, as well as written expression. This data will provide the teachers and students with documentation of the academic growth building towards the school and county of "one years growth in one years time". Along with these implementations the Pine Crest Literacy Leadership Team gleans support from Seminole County Public School's Title 1 Reading and Writing Instructional Coaches.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers of Pine Crest Elementary School participate in purposeful PLCs and Extended Planning that build positive relationships and culture within the team and school allowing the teachers time to collaboratively analyze data, develop assessments, create rigorous individualized lesson plans, and discuss strategies to enhance the students achievement in order to meet the goal of "one years growth in one years time" throughout the school year. During the planning the teachers will use DuFour's 4 PLC questions to provide guidance in their planning and create a respectful and supportive environment with a mindset of growth.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on

board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All students in K-5th grade complete both District and School assessments to monitor their academic growth throughout the school year. During PLCs both District and School data is discussed. Goals are written based on the data. Students are placed in small groups for instruction and are seen by two teachers in their 60 minute small group rotation cycle in all grades and again in math for grades 3-5. Each day the teachers provide the students of Pine Crest with mastery minutes. These minutes are used to provide intense instruction meeting the needs of each student based on their deficits from previously conducted mini-benchmark assessments within the specific skill they are working on in the classroom.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 105

After school tutorial program for Second - Fifth Grade Tier 2 and 3 students.

After school tutorial program for Second - Fifth Grade ESE students.

Students will work in the I Ready Lab for 45 minutes.

Students will work in small groups of no more than 10 students with one teacher on reading, math and writing skills.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Katz, Maria, maria_katz@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady data will be analyzed weekly.

Discovery Education probes will be used to determine success on specific skills.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about the expectations for kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

na

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

na

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

na

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

na

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Pine Crest Elementary School will increase student engagement during instruction through the use of best instructional practices with high levels of cognitive complexity to increase reading, writing, and math to the 50th percentile on 2016 Florida Standards Assessment and make one years growth in one years time.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Pine Crest Elementary School will increase student engagement during instruction through the use of best instructional practices with high levels of cognitive complexity to increase reading, writing, and math to the 50th percentile on 2016 Florida Standards Assessment and make one years growth in one years time.

1a

 G073096

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
FSA Mathematics - Achievement	50.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Two Instructional Coaches (Reading/Writing/Math)
- Two Reading intervention teachers and two math interventionists
- Four Kindergarten/First Grade Paraprofessionals
- ELL Support
- District Reading/Writing/Math Specialist
- SLD Support
- Tier Two Material - I Ready, Imagination Station, Reading RTI Kit, Build Up, Spiral Up, Fast Track Phonics, Word Power, 95% Group, Fast Forward, FCRR Phonics, Quick Reads, Comprehension Tool Kit, Reading Eggs
- Tier Three Materials - My Sidewalks (Pearson), SIPs, Making Meaning Professional Development
- Professional Development
- Grade Level PLCs
- Data Chats
- Guidance Counselors
- Behavior Interventionist
- In school Tutorial Program

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement
- Florida Standards Assessment
- Implementation of School procedures and routines

Plan to Monitor Progress Toward G1. 8

Pine Crest Leadership Team will meet weekly to address student achievement and instructional practice. Based on assessment data on school, district and state assessments actions steps will be determined to ensure progress toward goal.

Person Responsible

Maria Katz

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student Assessment Data - school, district and state assessments (Baseline reading, math tests, district writing prompts, iReady data, ongoing progress monitoring of direct instruction)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Pine Crest Elementary School will increase student engagement during instruction through the use of best instructional practices with high levels of cognitive complexity to increase reading, writing, and math to the 50th percentile on 2016 Florida Standards Assessment and make one years growth in one years time. **1**

 **G073096**

G1.B7 Lack of student engagement **2**

 **B190889**

G1.B7.S1 Provide Professional development on the following: Noticing and reacting when students are not engaged Using academic games Managing response rates Using physical movement Maintaining a lively pace Demonstrating intensity and enthusiasm Using friendly controversy among students Providing opportunities for students to appropriately talk about themselves Presenting unusual or intriguing information **4**

 **S202364**

Strategy Rationale

Action Step 1 **5**

Provide professional development instructional strategies to increase student engagement.

Person Responsible

Maria Katz

Schedule

Weekly, from 8/6/2015 to 5/27/2016

Evidence of Completion

Collect sign in sheets, learning logs and agendas. Classroom walkthrough iObservation feedback.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Create walkthrough Look For list to monitor teacher use of instructional strategies for student engagement

Person Responsible

Maria Katz

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Increased student engagement indicated in iObservation walkthrough feedback

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Over 70% of students will be engaged during classroom lessons

Person Responsible

Maria Katz


Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Increased academic improvement on District and State Assessments

G1.B11 Florida Standards Assessment **2**

 B190893

G1.B11.S1 Provide Professional Development on facilitating high cognitive complexity question, answering, discussion, and writing **4**

 S202374

Strategy Rationale

Action Step 1 **5**

PLCs and Extended Planning

Person Responsible

Maria Katz

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

PLC Reflection Logs/Student Assessment Data

Action Step 2 **5**

Question Creation

Person Responsible

Maria Katz

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Sign-in logs from staff development trainings, student achievement gains based upon reading data: iReady, AR, DRA, FSA, and iObservation data will reflect teacher application of question development strategies (FSA)

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Professional Development scheduled throughout the year!

Person Responsible

Maria Katz

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets, learning logs, and reflections will be collected. Presentation material will be saved.

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

To monitor understanding of Florida Standards and FSA teacher lesson plans and student work will be reviewed to ensure it matches both standards and rigor of new assessment.

Person Responsible

Maria Katz

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Teacher Lesson Plans and Student assignments

G1.B11.S2 Each Grade Level, ESE, ESOL, Interventionists, and Special Area Team will create questions to use in small group instruction using the FSA test item specs **4**

 S202375

Strategy Rationale

Action Step 1 **5**

Complete FSA Sample Test

Person Responsible

Maria Katz

Schedule

On 9/12/2014

Evidence of Completion

Teams complete Reflection sheet to discuss at PLC.

Plan to Monitor Fidelity of Implementation of G1.B11.S2 **6**

Teachers will complete the FSA sample test with grade level team and complete a reflection sheet.

Person Responsible

Maria Katz

Schedule

On 9/12/2014

Evidence of Completion

Teachers will meet with administration during PLC to discuss FSA Sample test and review reflection sheet.

Plan to Monitor Effectiveness of Implementation of G1.B11.S2 7

Lesson plans and student work will be monitored for understanding and implementation of Florida Standards and FSA assessment.

Person Responsible

Maria Katz


Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson Plans and student work samples will be collected and reviewed.

G1.B12 Implementation of School procedures and routines 2

 B190894

G1.B12.S1 Pine Crest's implementation of Positive Behavior Support is a school wide initiative to promote the 4 Ps: Prompt, Polite, Prepared and Productive has been implemented and is reviewed each day in "family meetings" and before exiting the classrooms using the "4 on the Door" 4 P Procedures. 4

 S202378

Strategy Rationale

The 4 P's provide consistency within the school setting and allow for the students of Pine Crest to develop life skills.

Action Step 1 5

Family Meetings occurring in the classroom

Person Responsible

Maria Katz

Schedule

On 5/27/2016

Evidence of Completion

iobservation and walkthroughs by administration and instructional coaches

Action Step 2 5

4 on the Door

Person Responsible

Carissa Mae Curran

Schedule

On 5/27/2016

Evidence of Completion

Each classroom, media, cafeteria, and auditorium will have the 4 procedures charts on the doors.

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Walkthroughs

Person Responsible

Schedule

On 5/27/2016

Evidence of Completion

walkthroughs and anecdotal notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A1	Provide professional development instructional strategies to increase student engagement.	Katz, Maria	8/6/2015	Collect sign in sheets, learning logs and agendas. Classroom walkthrough iObservation feedback.	5/27/2016 weekly
G1.B11.S1.A1	PLCs and Extended Planning	Katz, Maria	8/31/2015	PLC Reflection Logs/Student Assessment Data	5/27/2016 weekly
G1.B11.S2.A1	Complete FSA Sample Test	Katz, Maria	9/2/2014	Teams complete Reflection sheet to discuss at PLC.	9/12/2014 one-time
G1.B12.S1.A1	Family Meetings occurring in the classroom	Katz, Maria	8/17/2015	iobservation and walkthroughs by administration and instructional coaches	5/27/2016 one-time
G1.B11.S1.A2	Question Creation	Katz, Maria	8/31/2015	Sign-in logs from staff development trainings, student achievement gains based upon reading data: iReady, AR, DRA, FSA, and iObservation data will reflect teacher application of question development strategies (FSA)	5/27/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B12.S1.A2	4 on the Door	Curran, Carissa Mae	8/17/2015	Each classroom, media, cafeteria, and auditorium will have the 4 procedures charts on the doors.	5/27/2016 one-time
G1.MA1	Plne Crest Leadership Team will meet weekly to address student achievement and instructional practice. Based on assessment data on school, district and state assessments actions steps will be determined to ensure progress toward goal.	Katz, Maria	8/17/2015	Student Assessment Data - school, district and state assessments (Baseline reading, math tests, district writing prompts, iReady data, ongoing progress monitoring of direct instruction)	5/27/2016 weekly
G1.B7.S1.MA1	Over 70% of students will be engaged during classroom lessons	Katz, Maria	8/17/2015	Increased academic improvement on District and State Assessments	5/27/2016 weekly
G1.B7.S1.MA1	Create walkthrough Look For list to monitor teacher use of instructional strategies for student engagement	Katz, Maria	8/17/2015	Increased student engagement indicated in iObservation walkthrough feedback	5/27/2016 weekly
G1.B11.S1.MA1	To monitor understanding of Florida Standards and FSA teacher lesson plans and student work will be reviewed to ensure it matches both standards and rigor of new assessment.	Katz, Maria	8/31/2015	Teacher Lesson Plans and Student assignments	5/27/2016 weekly
G1.B11.S1.MA1	Professional Development scheduled throughout the year!	Katz, Maria	8/31/2015	Sign-in sheets, learning logs, and reflections will be collected. Presentation material will be saved.	5/27/2016 weekly
G1.B12.S1.MA1	Walkthroughs		8/17/2015	walkthroughs and anecdotal notes	5/27/2016 one-time
G1.B11.S2.MA1	Lesson plans and student work will be monitored for understanding and implementation of Florida Standards and FSA assessment.	Katz, Maria	8/11/2014	Lesson Plans and student work samples will be collected and reviewed.	5/29/2015 weekly
G1.B11.S2.MA1	Teachers will complete the FSA sample test with grade level team and complete a reflection sheet.	Katz, Maria	8/11/2014	Teachers will meet with administration during PLC to discuss FSA Sample test and review reflection sheet.	9/12/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Pine Crest Elementary School will increase student engagement during instruction through the use of best instructional practices with high levels of cognitive complexity to increase reading, writing, and math to the 50th percentile on 2016 Florida Standards Assessment and make one years growth in one years time.

G1.B11 Florida Standards Assessment

G1.B11.S1 Provide Professional Development on facilitating high cognitive complexity question, answering, discussion, and writing

PD Opportunity 1

PLCs and Extended Planning

Facilitator

Maria Katz/Carissa Curran/ Brenda Macbeth

Participants

Grade Level, ESE, ESOL, Interventionists, and Specials Teams

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B11.S1.A1	PLCs and Extended Planning				\$0.00
2	G1.B11.S1.A2	Question Creation				\$0.00
3	G1.B11.S2.A1	Complete FSA Sample Test				\$0.00
4	G1.B12.S1.A1	Family Meetings occurring in the classroom				\$0.00
5	G1.B12.S1.A2	4 on the Door				\$0.00
6	G1.B7.S1.A1	Provide professional development instructional strategies to increase student engagement.				\$1,526.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,526.00
			Notes: Purchased the following books: Engaging Students with Poverty In Mind The Power of Smart Goals The Art and Science of Teaching The Core Six			
Total:						\$1,526.00