

Pine Crest Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	D*	D	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pine Crest Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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 Paw Prints are exchanged within the classroom for teacher specific incentives.

The PBS team consists of the Principal - Alex Agosto, Assistant Principals - Claude Archie & Jeanne King. School Administrative Manager - Carissa Curran, Behavior Support - Daysi Hinksman, and Guidance Counselors Jaime Dombrowski and Erica Hills, along with one representative per grade level.

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 classroom environment is interrupted by a behavioral challenge, the procedures that are in place for the classroom teachers are as follows:

1. Conference with the student
2. Complete the Better Choice Form
3. Contact parent via phone or email regarding the concern
4. Contact the Behavior Support Facilitator

The Behavior Support Facilitator is available to conference with teachers to develop additional classroom management strategies, and work with students in the Opportunity Lab to develop coping and self-regulating strategies.

Additionally, teacher use the "Level Designations" when contacting Front Office for support.

- o Level 1- as soon as available - Cheating, noncompliance, unauthorized item (toy, electronics, not weapons), dress code, horseplay, inappropriate act, and inattentive behavior
- o Level 2- needs to be addressed promptly - Disruption of class, theft minor < \$330, inappropriate act, lying, aggression, and disrespect
- o Level 3- immediate attention - Anything endangering others or safety related (weapons, fighting, violence, aggression) bullying/harassment, illegal items, theft major \$1000<, unauthorized person on campus
- o Immediate Admin contact : weapons, suicidal thoughts, and student missing

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.

d. 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.

3. Early Warning Systems

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

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

The school has a Multi-Tiered System of Supports (MTSS) core 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 conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	10	8	14	7	10	0	0	0	0	0	0	0	66
One or more suspensions	0	1	0	5	0	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	3	8	0	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	23	26	52	0	0	0	0	0	0	0	101

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	4	14	15	6	4	0	0	0	0	0	0	0	45

c. 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 interventionists.
Before school tutorial using the iReady program in the two computer labs.
I Ready intervention lessons, SIPPS, Making Meaning
Positive Behavior Support school wide, supported by regularly scheduled Town Hall meetings for grade level review of behavior expectations
Small group counseling; individual mentors
Behavior Specialist, Guidance Counselor and/or Social Worker working with all Tier 3 behavior students
The Opportunity Lab (in school suspension) is provided as an alternative to Out of School Suspension
Detailed truancy procedures to constantly track students who have missed 3, 5 and 10 days with the support of the sheriff's truancy officer,
K-5: 30 minute walk-to model is used to provide small group instruction using four interventionists, one ESOL teacher, and 4 paraprofessionals in addition to classroom teachers at each grade level.
Tier 2 and Tier 3 students are invited to the 21st Century After School program

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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.

2. 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.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Agosto, Alexis	Principal
Archie, Claude	Assistant Principal
King, Jeanne	Assistant Principal

b. Duties

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

Pine Crest Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. Pine Crest Elementary School will use Supplemental Academic Instruction 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.

Administrators - facilitate the fidelity of the MTSS team and team meetings along with the instructional coaches, guidance counselor, behavior support personnel, and teachers.

Guidance Counselors - to facilitate the MTSS meetings and to extract, summarize, and analyze school-wide assessments and input data into EdInsight after collaborating with the MTSS team and teachers. Monitors school-based exceptional education and truancy process as well as hold social skills classes.

Behavior Support Facilitator - to monitor and intervene with the Tier 2 and Tier 3 Behavior Students and support classroom management techniques. Leads and monitors implementation of school-wide Positive Behavior System with Guidance Counselor.

Literacy / Math Coach - to extract, summarize, and analyze school-wide assessments and input data into

EdInsight after collaborating with the MTSS team and teachers. Serves as peer coach collaborating with teams and individual teachers.

2. 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.

Pine Crest Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are

reviewed and funds are used to provide supplemental staff and support improved instruction and interventions. Pine Crest Elementary school will coordinate Title I and Supplemental Academic Instruction 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. Titles I and II are coordinated to ensure district professional

learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Alex Agosto	Principal
Michelle Richka	Teacher
Erica Hills	Teacher
Vanessa Desouza	Teacher
Barbara Hess	Parent
Sarah Schuieckert	Parent
Helen Ramos	Parent
Danielle Reed	Parent
Melissa Nettles	Parent
Maggie Thomas	Parent
Nonvi Velez Casom	Parent
Darlene Gariepy	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC Committee assisted in the preparation of the School Improvement Plan. They served as a resource to advise the principal by inquiring about school matters, identifying problems, proposing solutions to problems, suggesting changes, and informing the community.

b. Development of this school improvement plan

Working collaboratively to identify and prioritize school-wide data and be part of the 8 step planning and problem solving process. Continued support of budget recognizing need for substitutes to facilitate time for teacher Professional Development and Professional Learning Communities.

c. Preparation of the school's annual budget and plan

The SAC Committee determined how the school's funds provided in the General Appropriations Act would be spent with a portion expended only on programs or projects that implemented the School Improvement Plan. They provided input on the school's annual budget and additional funding.

2. 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:
Substitutes for LSI Peer Observations -- Instructional Rounds

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Agosto, Alexis	Principal
Archie, Claude	Assistant Principal
King, Jeanne	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team promotes literacy within the school through data analysis meetings, PLC meetings, team collaboration and vertical articulation. There is a use of school-wide common language for all teachers and students as they encouraged to motivate the students to read in the classroom and at home daily. The LLT assists and coordinates the Literacy Week school-wide activities which includes the state-wide Million Minutes of Reading Read-a-thon, Accelerated Reader Program, Sunshine State books Program, Holiday / Spring Break Reading and Math Challenge, and Fall / Spring Book Fairs.

D. Public and Collaborative Teaching

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

1. 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.

2. 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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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!

3. 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 Instructional Practices Specialist 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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. Data from the iReady progress monitoring assessment is used to inform instruction and develop intervention grouping for all students. Our MTSS team meets weekly to discuss data, teacher observations, and help determine the appropriate interventions needed for each student. We have been able to identify those students who need to work in small groups or individually in the classroom and/or outside of the classroom with paraprofessionals under the supervision and direction of the instructional coaches. Students identified for intervention as a Tier 2 receive differentiated instruction in small groups in the classroom or outside of the classroom based on their PASI, PSI, DRA, and/or benchmark assessments. Those identified as a Tier 3 receive

additional differentiated or individual instruction on top of the Tier 2 intervention using one of the district named interventions.

2. 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: 5,400

The school day has been extended with an extra 30 minutes per day from 8:05 - 8:35 am.

Strategy Rationale

The iReady computer program, individualized reading, and the Accelerated Reading program are implemented at this time, as well as specific skill reinforcements.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Curran, Carissa Mae, carissa_curran@scps.k12.fl.us

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

iReady reports and AR student reports will be analyzed weekly.

Strategy: Before School Program

Minutes added to school year: 4,200

Morning Computer Lab

Strategy Rationale

Students are invited to attend the morning computer lab from 7:30 - 8:00, for additional individualized instruction using iReady Reading and Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

iReady student reports and attendance records.

Strategy: After School Program

Minutes added to school year: 25,500

21st Century Learning Community

Strategy Rationale

Students participate in various small group instructional strategies, including project based learning and technology.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Attendance records, iReady reports and FSA assessment results.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

b. College and Career Readiness

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

na

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

na

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

na

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 standard-based instruction through the use of high yield strategies to increase school-wide achievement in ELA, Math and Science to 45% or 315 points on 2017 Florida Standards Assessment; all students will make one years growth in one years time as measured by iReady assessment data.

Strategic Goals Detail

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

G1. Pine Crest Elementary School will increase student engagement during standard-based instruction through the use of high yield strategies to increase school-wide achievement in ELA, Math and Science to 45% or 315 points on 2017 Florida Standards Assessment; all students will make one years growth in one years time as measured by iReady assessment data. 1a

G085241

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	45.0
FCAT 2.0 Science Proficiency	45.0
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	45.0
Math Gains	45.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- High absenteeism of students
- Loss of instructional time due to behavioral concerns
- Lack of student centered instruction and cognitive complexity within the core

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach
- Four Reading intervention teachers and 50% math interventionist
- Four Paraprofessionals
- Three (& .5) ELL teachers
- District Curriculum Support
- Tier Two Material - I Ready, Imagination Station, Reading RTI Kit, Build Up, Spiral Up, Fast Track Phonics, 95% Group, Fast Forward, FCRR Phonics, Quick Reads, Comprehension Tool Kit, Reading Eggs
- Tier Three Materials - My Sidewalks (Pearson), SIPPs, Making Meaning
- Professional Development
- Grade Level PLCs
- Guidance Counselors
- Behavior Support Facilitator
- In school Tutorial Program

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

Alexis Agosto

Schedule

Weekly, from 8/5/2016 to 5/26/2017

Evidence of Completion

Student Assessment Data - school, district and state assessments (iReady reading & math assessments, district writing prompts, DRA, Trimester assessments and 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

 = Problem Solving Step  S123456 = Quick Key

G1. Pine Crest Elementary School will increase student engagement during standard-based instruction through the use of high yield strategies to increase school-wide achievement in ELA, Math and Science to 45% or 315 points on 2017 Florida Standards Assessment; all students will make one years growth in one years time as measured by iReady assessment data. **1**

 G085241

G1.B1 High absenteeism of students **2**

 B226673

G1.B1.S1 Communicate with parents regarding attendance policies. **4**

 S239155

Strategy Rationale

Accountability and awareness of attendance policies will result in improved student attendance.

Action Step 1 **5**

Weekly monitoring of student attendance with parent contact as follow-up

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Attendance and truancy reports in iObservation; truancy letters

Action Step 2 **5**

Provide attendance Brochure at school events

Person Responsible

Alexis Agosto

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Brochure

Action Step 3 5

Regular review of school-wide student attendance trends will be shared at PTA and SAC meetings.

Person Responsible

Alexis Agosto

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

SAC and PTA meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor calendar, meeting notes and EdInsight reports

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

meeting notes, truancy letters and EdInsight reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We will use comparative reports of student attendance in Ed Insight

Person Responsible

Alexis Agosto

Schedule

Quarterly, from 8/10/2016 to 5/26/2017


Evidence of Completion

Ed Insight Comparative Reports if student attendance

G1.B2 Loss of instructional time due to behavioral concerns **2**

 B226674

G1.B2.S1 Implement and emphasize Pine Crest's Positive Behavior Support both school wide and within the classrooms, promoting the 4 Ps: Prompt, Polite, Prepared and Productive. **4**

 S239156

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**

School-wide PBS training

Person Responsible

Alexis Agosto

Schedule

On 8/5/2016

Evidence of Completion

Sign-in Sheets

Action Step 2 **5**

Monthly PBS team meetings

Person Responsible

Alexis Agosto

Schedule

Monthly, from 8/5/2016 to 5/26/2017

Evidence of Completion

PBS meeting notes

Action Step 3 5

Weekly Leadership meetings to review discipline data

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/5/2016 to 5/26/2017

Evidence of Completion

Student discipline logs, referrals and intervention plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Examination of student Better Choice Forms & discipline records

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Better Choice Forms, and discipline record

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Examination of student Better Choice Forms & discipline records

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/10/2016 to 5/26/2017


Evidence of Completion

Better Choice Forms and discipline records

G1.B3 Lack of student centered instruction and cognitive complexity within the core **2**

 B226675

G1.B3.S1 Implementation of the Learning Sciences (LSI) Intensive Support for Turnaround Schools **4**

 S239157

Strategy Rationale

Additional guidance and support will facilitate instructional focus on standard based instruction and high yield instructional strategies, within the core.

Action Step 1 **5**

LSI Turnaround Team training

Person Responsible

Alexis Agosto

Schedule

Evidence of Completion

roster will be submitted to Exec Director

Action Step 2 **5**

LSI School-wide Professional Development

Person Responsible

Alexis Agosto

Schedule

Evidence of Completion

sign in sheets

Action Step 3 5

Ongoing Administrative PLCs with grade level teams

Person Responsible

Alexis Agosto

Schedule

Weekly, from 10/17/2016 to 5/26/2017

Evidence of Completion

PLC logs

Action Step 4 5

Instructional Rounds

Person Responsible

Alexis Agosto

Schedule

Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion

tracking sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Participate in Rigor Walks and Walk-Throughs

Person Responsible

Alexis Agosto

Schedule

Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion

iObservation data collection reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review LSI tracking targets

Person Responsible

Alexis Agosto

Schedule

Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion

LSI reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A1 A309709	LSI Turnaround Team training	Agosto, Alexis	10/8/2016	roster will be submitted to Exec Director	No End Date one-time
G1.B3.S1.A2 A309710	LSI School-wide Professional Development	Agosto, Alexis	10/13/2016	sign in sheets	No End Date one-time
G1.B2.S1.A1 A309706	School-wide PBS training	Agosto, Alexis	8/5/2016	Sign-in Sheets	8/5/2016 one-time
G1.MA1 M316923	Pine Crest Leadership Team will meet weekly to address student achievement and instructional...	Agosto, Alexis	8/5/2016	Student Assessment Data - school, district and state assessments (iReady reading & math assessments, district writing prompts, DRA, Trimester assessments and ongoing progress monitoring of direct instruction)	5/26/2017 weekly
G1.B1.S1.MA1 M316917	We will use comparative reports of student attendance in Ed Insight	Agosto, Alexis	8/10/2016	Ed Insight Comparative Reports if student attendance	5/26/2017 quarterly
G1.B1.S1.MA1 M316918	Monitor calendar, meeting notes and EdInsight reports	Agosto, Alexis	8/10/2016	meeting notes, truancy letters and EdInsight reports	5/26/2017 weekly
G1.B1.S1.A1 A309703	Weekly monitoring of student attendance with parent contact as follow-up	Agosto, Alexis	8/15/2016	Attendance and truancy reports in iObservation; truancy letters	5/26/2017 weekly
G1.B1.S1.A2 A309704	Provide attendance Brochure at school events	Agosto, Alexis	8/10/2016	Brochure	5/26/2017 monthly
G1.B1.S1.A3 A309705	Regular review of school-wide student attendance trends will be shared at PTA and SAC meetings.	Agosto, Alexis	8/10/2016	SAC and PTA meeting notes	5/26/2017 monthly
G1.B2.S1.MA1 M316919	Examination of student Better Choice Forms & discipline records	Agosto, Alexis	8/10/2016	Better Choice Forms and discipline records	5/26/2017 weekly
G1.B2.S1.MA1 M316920	Examination of student Better Choice Forms & discipline records	Agosto, Alexis	8/10/2016	Better Choice Forms, and discipline record	5/26/2017 weekly
G1.B2.S1.A2 A309707	Monthly PBS team meetings	Agosto, Alexis	8/5/2016	PBS meeting notes	5/26/2017 monthly
G1.B2.S1.A3 A309708	Weekly Leadership meetings to review discipline data	Agosto, Alexis	8/5/2016	Student discipline logs, referrals and intervention plans	5/26/2017 weekly
G1.B3.S1.MA1 M316921	Review LSI tracking targets	Agosto, Alexis	10/17/2016	LSI reports	5/26/2017 monthly
G1.B3.S1.MA1 M316922	Participate in Rigor Walks and Walk-Throughs	Agosto, Alexis	10/17/2016	iObservation data collection reports	5/26/2017 monthly
G1.B3.S1.A3 A309711	Ongoing Administrative PLCs with grade level teams	Agosto, Alexis	10/17/2016	PLC logs	5/26/2017 weekly
G1.B3.S1.A4 A309712	Instructional Rounds	Agosto, Alexis	10/17/2016	tracking sheets	5/26/2017 monthly

V. 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 standard-based instruction through the use of high yield strategies to increase school-wide achievement in ELA, Math and Science to 45% or 315 points on 2017 Florida Standards Assessment; all students will make one years growth in one years time as measured by iReady assessment data.

G1.B3 Lack of student centered instruction and cognitive complexity within the core

G1.B3.S1 Implementation of the Learning Sciences (LSI) Intensive Support for Turnaround Schools

PD Opportunity 1

LSI Turnaround Team training

Facilitator

LSI Consultants

Participants

Pine Crest Turnaround Team

Schedule

PD Opportunity 2

LSI School-wide Professional Development

Facilitator

LSI Consultants & Turnaround Team

Participants

All instructional staff

Schedule

PD Opportunity 3

Ongoing Administrative PLCs with grade level teams

Facilitator

Alexis Agosto

Participants

all teachers

Schedule

Weekly, from 10/17/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Weekly monitoring of student attendance with parent contact as follow-up				\$0.00
2	G1.B1.S1.A2	Provide attendance Brochure at school events				\$0.00
3	G1.B1.S1.A3	Regular review of school-wide student attendance trends will be shared at PTA and SAC meetings.				\$0.00
4	G1.B2.S1.A1	School-wide PBS training				\$0.00
5	G1.B2.S1.A2	Monthly PBS team meetings				\$0.00
6	G1.B2.S1.A3	Weekly Leadership meetings to review discipline data				\$0.00
7	G1.B3.S1.A1	LSI Turnaround Team training				\$0.00
8	G1.B3.S1.A2	LSI School-wide Professional Development				\$0.00
9	G1.B3.S1.A3	Ongoing Administrative PLCs with grade level teams				\$0.00
10	G1.B3.S1.A4	Instructional Rounds				\$2,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0141 - Pine Crest Elementary School	School Improvement Funds		\$2,800.00
Total:						\$2,800.00