

Seminole County Public Schools

Pine Crest Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	F	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Pine Crest Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Seminole County Public Schools is to ensure that all 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 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 are provided with detailed information about Pine Crest students through weekly Professional Learning Communities, Extended Planning time, and intense Data discussions. Teachers are provided professional development in all academic areas, with concentration on instructional strategies such as teaming, monitoring and adjusting and adapting lessons to achieve rigorous instruction.

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 a "Culture of Caring" among all stakeholders, in and out of the classrooms, to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

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

Pine Crest is in its fourth year of implementation of Positive Behavior Support (PBS), a school wide initiative to promote the 4 Ps: Prompt, Polite, Prepared and Productive. PBS 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 (PBS) 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, Kristin Sweeney, School Administrative Manager - Anne West, Behavior Support Staff - Dia Shelton and Wenceslao Cruz, Life Skills Coach - Scott Colangelo, Social Worker - Sheila Giacomo, School Counselor Myrna Lopez, MTSS Interventionist Mary Stratton, and one teacher 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 mindfulness area 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 Behavior Tracking 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.

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 and welcome the students and parents into the Pine Crest family.

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 participate in many different counseling groups throughout the school year that are provided by our school counselors and social worker. Pine Crest maintains a full time behavior support teacher, counselor and social worker. In addition, 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. For the last three years, the University of Central Florida graduate Psychology students provide individual counseling services for students and their families. With these programs in motion, the goal is to ultimately provide the students with the life skills and tools to be positive productive citizens.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 specific data in order to inform root cause analysis. Additionally from this report, assigned administrators work with teachers to schedule and monitor parent meetings.

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	18	12	5	10	15	9	0	0	0	0	0	0	0	69	
One or more suspensions	2	1	4	2	6	2	0	0	0	0	0	0	0	17	
Course failure in ELA or Math	0	4	13	9	4	1	0	0	0	0	0	0	0	31	
Level 1 on statewide assessment	0	0	0	26	44	44	0	0	0	0	0	0	0	114	

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	1	4	5	11	5	0	0	0	0	0	0	0	28	

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 and Fast Forward program in the two computer labs.

*iReady intervention lessons, SIPPS, Making Meaning, Corrective Reading, Language for Learners, Reading Mastery, and Connecting Math

- *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 Facilitator, 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 school Social Worker.
- *K-5: 40 minute walk-to intervention model is used to provide small group instruction using interventionists, ESOL teachers, and paraprofessionals in addition to classroom teachers at each grade level.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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 are 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

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
Sweeney, Kristin	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 counselors, behavior support personnel, and teachers.

Guidance Counselor and MTSS Teacher facilitate the MTSS meetings and extract, summarize, and analyze school-wide assessments. They also input data into EdInsight after collaborating with the MTSS team and teachers. Counselors monitor school-based exceptional education and truancy processes as well as hold social skills classes.

The Behavior Support Facilitator monitors and intervenes with Tier 2 and Tier 3 Behavior Students and supports classroom management techniques. In addition, the facilitator leads and monitors implementation of the school-wide Positive Behavior System with Guidance Counselor support.

Literacy/Math Coaches extract, summarize, and analyze school-wide assessments and input data into EdInsight after collaborating with the MTSS team and teachers. Coaches serve as peer coaches and collaborate 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. For the 2018-19 school year, the supplemental UniSIG funds are being used to provide additional intervention teachers and paraprofessionals for direct student contact.

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
Maggie Thomas	Parent
Stephanie Marhon	Teacher
Larry Carver	Parent
Tyler Bond	Teacher
Christina Burrus	Teacher
Tyler Bridges	Education Support Employee
Julia Jones	Parent
Terri Daniels	Parent
Latoya Lewis	Parent
Gary Kreisler	Business/Community
Janika Sweet	Parent
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

The SAC committee works collaboratively to identify and prioritize school-wide data and be part of the 8 step planning and problem solving process. The SAC provides support for budget priorities that include the 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 teacher Professional Development and Professional Learning Communities.

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
Sweeney, Kristin	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 are 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 daily planning and professional learning communities (PLCs) and extended Wednesday Professional Development opportunities, focused on building positive relationships and culture within the team and school. This planning time provides teachers the opportunity to collaboratively analyze data, develop common assessments, create rigorous individualized lesson plans, and discuss strategies to enhance the students' achievement in order to meet the school and district goal of "One Year's Growth in One Year's Time" for every student. During PLCs, teachers use Learning Sciences International (LSI) technique tools to support standards driven 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 and Pine Crest in particular continually seeks to hire highly qualified, certified teachers to teach our students. One recruitment strategy is to partner with State and private colleges and universities. We welcome university and college interns and field study students to the district, not only from the State of Florida University system but also out of State. Annually the district participates in numerous university job fairs and minority and veteran job fairs. Seminole County Public Schools holds an annual job fair in the Spring. Title 1 schools, and Pine Crest, in particular, are provided the first opportunity to hire from among qualified applicants. Pine Crest's principal, Mr. Agosto, continually communicates with colleagues from both within and outside of the district, to identify potential candidates for openings that may occur during the school year. Additionally, Mr. Agosto has supported and mentored individuals as they earned certification, with the idea these individuals would join the school's staff. For example, this year, a paraprofessional at another school completed requirements for certification and moved to Pine Crests to fill an available position.

The district provides support for new teachers through a mentoring program that provides stipends for mentors. Professional development opportunities are offered to support new teachers. Teachers new to Pine Crest work with instructional coaches, who provide one-on-one support with planning and implementing lessons.

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 the 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, SRA Reading Mastery and/or Corrective Reading screeners, 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.

In 2018-2019, district developed formative assessments designed to determine student progress towards the Florida State Standards in ELA and math are administered monthly in the classroom through EdInsight, allowing for immediate feedback for teachers, coaches and administrators. Data from the formative assessments are utilized in planning to ensure student receive differentiated instruction to scaffold student learning to the rigor of the standards.

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: After School Program

Minutes added to school year: 3,600

After School Tutorial will be provided to students in grades 3-5, who scored below proficiency on the 2018 FSA Reading and FSA Math assessments.

Strategy Rationale

Small group instruction will help to increase the number of students who score at a level of proficiency. Students will work on both literacy and math skills Tuesday and Thursday afternoons, for 1 hour a day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Agosto, Alexis, alexis_agosto@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 SCPS formative assessment 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 8:00 - 8:30, for additional individualized instruction using iReady Reading and Math, or Fast Forward Computer program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Agosto, Alexis, alexis_agosto@scps.k12.fl.us

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

iReady or Fast Forward student reports and attendance records.

Strategy: Summer Program

Minutes added to school year: 5,760

Summer Learning Camp

Strategy Rationale

Students participate in various small group instructional strategies, to reinforce proficient reading levels for rising 3rd graders, and students scoring level 1 & 2 on the 2019 FSA Reading assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Agosto, Alexis, alexis_agosto@scps.k12.fl.us

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

Attendance records, FSA assessment results, iReady/Iowa results

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** The Pine Crest Elementary School of Innovation presents a fresh approach to learning through high-level, high quality infusion of educational technology pedagogy in classrooms, while serving as a model of best practices for educators across the district, state, and nation.
- G2.** If we continue to build positive/trusting relationships with all stakeholders that promote high expectation and opportunities for success, then the culture will be one that fosters a community of caring.
- G3.** If we continue to structure and support effective Professional Learning Communities (PLCs) that focus on understanding of the standards, strategic planning and fostering collaboration with all academic stakeholders, then it will improve implementation of standards based instruction, build on student engagement and increase student achievement.

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. The Pine Crest Elementary School of Innovation presents a fresh approach to learning through high-level, high quality infusion of educational technology pedagogy in classrooms, while serving as a model of best practices for educators across the district, state, and nation. 1a

G100930

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of understanding of computer science and how to design lessons integrating computer science and technology.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training with Code to the Future, curriculum writing, and extended time for developing standards-based lessons integrating technology and computer science.

Plan to Monitor Progress Toward G1. 8

Student artifacts will be presented during Showcase events

Person Responsible

Alexis Agosto

Schedule

Semiannually, from 8/10/2018 to 5/24/2019

Evidence of Completion

Students will present their innovative projects during designated times

G2. If we continue to build positive/trusting relationships with all stakeholders that promote high expectation and opportunities for success, then the culture will be one that fosters a community of caring. 1a

G100931

Targets Supported 1b

Indicator	Annual Target
5Es Score: Involved Families	50.0

Targeted Barriers to Achieving the Goal 3

- Student / family history
- Lack of trusting relationship

Resources Available to Help Reduce or Eliminate the Barriers 2

- Transparency with 5E's data
- Resources to communicate
- Extra staff (Social Worker, Guidance, Resource)
- Relationships have been improving
- District support in making adjustments
- Title I funding
- ESOL teacher night events
- Community / Business partners
- Back to School Bash II
- PBS - Positive Behavior Support

Plan to Monitor Progress Toward G2. 8

5E Survey results demonstrating an increase in positive relationships

Person Responsible

Alexis Agosto

Schedule

On 4/1/2019

Evidence of Completion

5 E survey report showing an increase in parent-teacher trust category

G3. If we continue to structure and support effective Professional Learning Communities (PLCs) that focus on understanding of the standards, strategic planning and fostering collaboration with all academic stakeholders, then it will improve implementation of standards based instruction, build on student engagement and increase student achievement. 1a

G100932

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0
Math Lowest 25% Gains	50.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	60.0
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
Statewide Science Assessment Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the standards (Depth, alignment, DOK levels), effective PLCs and relevant PD
- Several new and beginning teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning Science International
- School based Instructional Coaches
- Coade to the Future
- Opportunity to recruit staff with similar vision
- District Curriculum Support
- master schedule including extended time for PDs weekly
- MTSS structures / supports
- progress monitoring tools
- Administrative PLCs
- Returning consistent administration (people, mission, vision)
- ESE
- ESOL teachers
- Materials to support the core / interventions
- Diagnostic resources
- Additional staff provided by the district

Plan to Monitor Progress Toward G3. 8

Student progress monitoring data will be collected and reviewed bi weekly using iReady reports, SCPS Formative assessment reports and LSI Standard Tracker reports.

Person Responsible

Alexis Agosto

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

iReady, SCPS Formative Assessment and LSI Standard Tracker reports

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. The Pine Crest Elementary School of Innovation presents a fresh approach to learning through high-level, high quality infusion of educational technology pedagogy in classrooms, while serving as a model of best practices for educators across the district, state, and nation. **1**

 **G100930**

G1.B1 Teachers lack of understanding of computer science and how to design lessons integrating computer science and technology. **2**

 **B272137**

G1.B1.S1 Weekly planning in professional learning communities **4**

 **S288148**

Strategy Rationale

Collaborative planning insures consistency in instruction.

Action Step 1 **5**

Pine Crest School of Innovation will focus on computer science immersion through this integration of technology across all grades and disciplines.

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Genius Hour Lesson Plans

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

Innovation PLCs weekly w Assistant Principal and Innovation Coach

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

PLC Agendas and Lesson Plans

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

Walk-throughs and Coaching for Implementation

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Coaching for Implementation plans and C4I tracker reports

G2. If we continue to build positive/trusting relationships with all stakeholders that promote high expectation and opportunities for success, then the culture will be one that fosters a community of caring. 1

G100931

G2.B1 • Student / family history • Lack of trusting relationship 2

B272138

G2.B1.S1 Select staff from Pine Crest Elementary will form school-based teams to participate in Academic Parent-Teacher Teams (APTT) training, which is a school-wide program focused on improving schools through family engagement. 4

S288149

Strategy Rationale

Recognizing that the classroom teacher and school administrators have the most significant opportunity to connect with the families of students, the school will provide wrap-around services that develop family and community partnerships through APTT. Strategies learned under APTT will ensure that teachers and administrators have the appropriate tools to engage parents in an effective manner. Through these partnerships, parents and families will be encouraged to come to the school with their child to learn and participate in activities that will support whole-child development, to include social/emotional development, student achievement, and intellectual growth.

Action Step 1 5

A select group of teachers will be trained in the APTT framework, a school wide program focused on improving schools through family engagement.

Person Responsible

Alexis Agosto

Schedule

Annually, from 8/1/2018 to 5/27/2019

Evidence of Completion

APTT training sign-in sheets and agenda

Action Step 2 5

Create/Communicate Parent communication expectations/protocols/timeliness

Person Responsible

Alexis Agosto

Schedule

On 8/1/2018

Evidence of Completion

Leadership Agenda

Action Step 3 5

Create a Parent Involvement plan (protocols and activities to increase parental involvement) supported by a Marketing Plan

Person Responsible

Alexis Agosto

Schedule

On 8/31/2018

Evidence of Completion

Plan & Master Schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lead Meetings

Person Responsible

Alexis Agosto

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Lead Meeting Agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Trusting relationship data will improve

Person Responsible

Alexis Agosto


Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Parent Teacher Conference form counts will increase monthly

G3. If we continue to structure and support effective Professional Learning Communities (PLCs) that focus on understanding of the standards, strategic planning and fostering collaboration with all academic stakeholders, then it will improve implementation of standards based instruction, build on student engagement and increase student achievement. 1

 G100932

G3.B1 • Lack of understanding of the standards (Depth, alignment, DOK levels), effective PLCs and relevant PD • Several new and beginning teachers 2

 B272139

G3.B1.S1 Utilize interventionists to strategically support students 4

 S288151

Strategy Rationale

Action Step 1 5

Interventionists will monitor mastery of grade level standards and provide appropriate intervention as needed

Person Responsible

Alexis Agosto

Schedule

Weekly, from 9/4/2018 to 5/24/2019

Evidence of Completion

iReady diagnostic and student performance data, district developed twice monthly formative assessments, teacher provided data, tardy and attendance data, and discipline data.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student data (iReady, fluency & standard mastery) will be monitored and tracked for improvement

Person Responsible

Alexis Agosto

Schedule

Monthly, from 9/4/2018 to 5/24/2019

Evidence of Completion

Teachers and Interventionists will maintain student data on a school wide tracking form for continuous review.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student growth data (iReady, fluency & standard mastery) will be shared with Administration and District Leadership

Person Responsible

Alexis Agosto

Schedule

Weekly, from 9/4/2018 to 5/24/2019

Evidence of Completion

Student growth data reviewed in biweekly PLCs with Administration and monthly with District Leadership

G3.B1.S2 Align Learning Science International (LSI) Enhanced Schools for Rigor Model to school initiatives (standards based instruction with increased rigor and cognitively complex learning opportunities, real time formative assessment, conditions for learning, engaging high yield strategies and common language). 4

 S288152

Strategy Rationale

Lack of relevant and timely PD that supports PLCs and Standards

Action Step 1 5

Create LSI calendar

Person Responsible

Alexis Agosto

Schedule

On 8/2/2018

Evidence of Completion

Calendar

Action Step 2 5

LSI - School Leadership Coaching- Onsite dedicated support of and monitoring by the School Leadership Coach two weeks per month. Classroom walk-throughs will be conducted to assess the progress of the implementation of the LSI PD in the classrooms. School leaders will receive individual coaching and support to strengthen their instructional leadership skills. The School Leadership Coach will provide actionable guidance to create visible improvements leading to instructional change. The leadership team will use an Action Board to track and drive improvement.

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/3/2018 to 5/24/2019

Evidence of Completion

Action Boards, Student Progress Monitoring Data

Action Step 3 5

LSI - Coaching for Implementation PD: Refining Student Centered Planning- All instructional staff will be taught to review and refocus efforts to provide rigorous core instruction and grow students in autonomy. Teacher teams will revisit the vision of instruction and connect the previous year's Ignite Techniques (understanding all instructional phases—planning, delivery, reflection, and adjustment—to fully comprehend how each phase impacts student learning) The technique of Target-Task Alignment will provide a specific strategy for teachers to use to begin the year with instruction that is fully aligned to the rigor of the standards.

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/3/2018 to 5/24/2019

Evidence of Completion

iObservation and RigorWalks, Student Progress Monitoring Data

Action Step 4 5

LSI - Building Team Ownership: Staff will learn how to have students use Learning Targets and Success Criteria to influence their work and give feedback to a peer. Participants will learn how to immediately shift toward a more student-centered classroom. Teachers will be provided time to plan lessons implementing the techniques learned during the training.

Person Responsible

Alexis Agosto

Schedule

Monthly, from 10/11/2018 to 5/24/2019

Evidence of Completion

iObservation and RigorWalks, Student Progress Monitoring Data

Action Step 5 5

LSI - Amplifying Team Effects: Teacher professional development is focused on the structure and creation of Rigorous Tasks with an emphasis on real-world application and cognitive complexity. The two strands of rigorous core instruction and student autonomy intertwine more tightly as the rigorous tasks include structured interdependence of students as part of their learning. Student self-awareness and self-efficacy increase as they learn to work together and take action based on what they know about their own learning.

Person Responsible

Alexis Agosto

Schedule

Monthly, from 1/9/2019 to 5/24/2019

Evidence of Completion

iObservation and RigorWalks, Student Progress Monitoring Data

Action Step 6 5

District Support - The Executive Director for Pine Crest Elementary will be at the school a minimum of once per week to support instructional implementation and monitor the progress of the LSI Enhances Schools for Rigor Model.

Person Responsible

Alexis Agosto

Schedule

Weekly, from 8/3/2018 to 5/24/2019

Evidence of Completion

iObservation and RigorWalks, Student Progress Monitoring Data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Daily Stand-up meeting

Person Responsible

Alexis Agosto

Schedule

Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion

Action Board & LSI Growth Tracker

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Coaches meeting

Person Responsible

Alexis Agosto

Schedule

Biweekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

LSI Growth Tracker and Rigor Walk reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

LSI Rigor Diagnostic Walk

Person Responsible

Alexis Agosto

Schedule

Quarterly, from 8/10/2018 to 5/24/2019

Evidence of Completion

LSI Rigor Diagnostic Report

V. Professional Development Opportunities

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

G3. If we continue to structure and support effective Professional Learning Communities (PLCs) that focus on understanding of the standards, strategic planning and fostering collaboration with all academic stakeholders, then it will improve implementation of standards based instruction, build on student engagement and increase student achievement.

G3.B1 • Lack of understanding of the standards (Depth, alignment, DOK levels), effective PLCs and relevant PD • Several new and beginning teachers

G3.B1.S1 Utilize interventionists to strategically support students

PD Opportunity 1

Interventionists will monitor mastery of grade level standards and provide appropriate intervention as needed

Facilitator

iReady consultants will be at Pine Crest every week for a full day from September - May to provide PLC support, side-by-side coaching, and ensure fidelity for program implementation and diagnostic administration.

Participants

Teachers (including interventionists), coaches, and designated administrators.

Schedule

Weekly, from 9/4/2018 to 5/24/2019

G3.B1.S2 Align Learning Science International (LSI) Enhanced Schools for Rigor Model to school initiatives (standards based instruction with increased rigor and cognitively complex learning opportunities, real time formative assessment, conditions for learning, engaging high yield strategies and common language).

PD Opportunity 1

LSI - School Leadership Coaching- Onsite dedicated support of and monitoring by the School Leadership Coach two weeks per month. Classroom walk-throughs will be conducted to assess the progress of the implementation of the LSI PD in the classrooms. School leaders will receive individual coaching and support to strengthen their instructional leadership skills. The School Leadership Coach will provide actionable guidance to create visible improvements leading to instructional change. The leadership team will use an Action Board to track and drive improvement.

Facilitator

LSI Assigned School Leadership Coach

Participants

Principal and School Leadership Team

Schedule

Weekly, from 8/3/2018 to 5/24/2019

PD Opportunity 2

LSI - Coaching for Implementation PD: Refining Student Centered Planning- All instructional staff will be taught to review and refocus efforts to provide rigorous core instruction and grow students in autonomy. Teacher teams will revisit the vision of instruction and connect the previous year's Ignite Techniques (understanding all instructional phases—planning, delivery, reflection, and adjustment—to fully comprehend how each phase impacts student learning) The technique of Target-Task Alignment will provide a specific strategy for teachers to use to begin the year with instruction that is fully aligned to the rigor of the standards.

Facilitator

LSI Faculty Coach

Participants

All instructional staff and leaders

Schedule

Weekly, from 8/3/2018 to 5/24/2019

PD Opportunity 3

LSI - Building Team Ownership: Staff will learn how to have students use Learning Targets and Success Criteria to influence their work and give feedback to a peer. Participants will learn how to immediately shift toward a more student-centered classroom. Teachers will be provided time to plan lessons implementing the techniques learned during the training.

Facilitator

LSI Faculty Coach

Participants

All instructional staff and leaders

Schedule

Monthly, from 10/11/2018 to 5/24/2019

PD Opportunity 4

LSI - Amplifying Team Effects: Teacher professional development is focused on the structure and creation of Rigorous Tasks with an emphasis on real-world application and cognitive complexity. The two strands of rigorous core instruction and student autonomy intertwine more tightly as the rigorous tasks include structured interdependence of students as part of their learning. Student self-awareness and self-efficacy increase as they learn to work together and take action based on what they know about their own learning.

Facilitator

LSI Faculty Coach

Participants

All instructional staff and leaders

Schedule

Monthly, from 1/9/2019 to 5/24/2019

VII. Budget

1	G1.B1.S1.A1	Pine Crest School of Innovation will focus on computer science immersion through this integration of technology across all grades and disciplines.	\$0.00
2	G2.B1.S1.A1	A select group of teachers will be trained in the APTT framework, a school wide program focused on improving schools through family engagement.	\$0.00
3	G2.B1.S1.A2	Create/Communicate Parent communication expectations/protocols/timeliness	\$0.00
4	G2.B1.S1.A3	Create a Parent Involvement plan (protocols and activities to increase parental involvement) supported by a Marketing Plan	\$0.00
5	G3.B1.S1.A1	Interventionists will monitor mastery of grade level standards and provide appropriate intervention as needed	\$318,058.50

Seminole - 0141 - Pine Crest Elementary School - 2018-19 SIP
Pine Crest Elementary School




















	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	120-Classroom Teachers	0141 - Pine Crest Elementary School	UniSIG	4.0	\$169,227.00
			<i>Notes: Classroom Teachers, Interventionists (4.0 FTE) to provide direct instruction to students. Annual salary, \$47,825 [September 2018 - May 2019].</i>			
	5100	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$15,281.00
			<i>Notes: Retirement (9.03%) for Classroom Teachers, Interventionists</i>			
	5100	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$10,492.00
			<i>Notes: Social Security (6.2%) for Classroom Teachers, Interventionists</i>			
	5100	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$35,655.00
			<i>Notes: Medicare (1.45%) and Health Insurance for Classroom Teachers, Interventionists</i>			
	5100	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$914.00
			<i>Notes: Workers' Compensation (0.54%) for Classroom Teachers, Interventionists</i>			
	5900	120-Classroom Teachers	0141 - Pine Crest Elementary School	UniSIG	0.25	\$11,713.00
			<i>Notes: Extended contract for Classroom Teachers, Interventions to provide direct instruction during non-student attendance days / outside of contracted time (i.e. Fall, Winter and Spring Breaks, Saturdays and/or during the summer); estimated at 84 hrs per teacher.</i>			
	5900	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$1,058.00
			<i>Notes: Retirement (9.03%) for Classroom Teachers, Interventionists (Extended Contract)</i>			
	5900	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$727.00
			<i>Notes: Social Security (6.2%) for Classroom Teachers, Interventionists (Extended Contract)</i>			
	5900	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$170.00
			<i>Notes: Medicare (1.45%) for Classroom Teachers, Interventionists (Extended Contract)</i>			
	5900	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$64.00
			<i>Notes: Workers' Compensation (0.54%) for Classroom Teachers, Interventionists (Extended Contract)</i>			
	5100	510-Supplies	0141 - Pine Crest Elementary School	UniSIG		\$16,325.00
			<i>Notes: Curriculum materials (guided readers) for use by Classroom Teachers, Interventionists with students; focus will be on infusing additional science readers into the instruction \$13,500 Consumable materials for intervention; \$2,825.</i>			
	5900	120-Classroom Teachers	0141 - Pine Crest Elementary School	UniSIG	0.32	\$9,444.00
			<i>Notes: Salaries. Certified Teachers to provide tutorial support after contracted hours to academically high-need students; support guided by intervention teachers. 12 teachers at \$21.86 per hour; estimated 36 hrs per teacher</i>			

Seminole - 0141 - Pine Crest Elementary School - 2018-19 SIP
Pine Crest Elementary School





	5900	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$853.00
			<i>Notes: Retirement (9.03%) for Certified Teachers (Tutorial, Extended Contract)</i>			
	5900	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$586.00
			<i>Notes: Social Security (6.2%) for Certified Teachers (Tutorial, Extended Contract)</i>			
	5900	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$137.00
			<i>Notes: Medicare (1.45%) for Certified Teachers (Tutorial, Extended Contract)</i>			
	5900	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$51.00
			<i>Notes: Workers' Compensation (0.54%) for Certified Teachers (Tutorial, Extended Contract)</i>			
	5900	510-Supplies	0141 - Pine Crest Elementary School	UniSIG		\$1,012.50
			<i>Notes: Consumable materials for tutorial support of academically high-need students.</i>			
	5100	150-Aides	0141 - Pine Crest Elementary School	UniSIG	2.0	\$26,100.00
			<i>Notes: Instructional Paraprofessionals (2.0 FTE) to provide direct classroom support to students. Annual salary, \$18,000 [late October - May 2019]</i>			
	5100	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$2,357.00
			<i>Notes: Retirement (9.03%) for Instructional Paraprofessionals</i>			
	5100	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$1,618.00
			<i>Notes: Social Security (6.2%) for Classroom Teachers, Interventionists</i>			
	5100	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$14,133.00
			<i>Notes: Medicare (1.45%) and Health Insurance for Instructional Paraprofessionals</i>			
	5100	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$141.00
			<i>Notes: Workers' Compensation (0.54%) for Instructional Paraprofessionals</i>			
6	G3.B1.S2.A1	Create LSI calendar				\$0.00
7	G3.B1.S2.A2	LSI - School Leadership Coaching- Onsite dedicated support of and monitoring by the School Leadership Coach two weeks per month. Classroom walk-throughs will be conducted to assess the progress of the implementation of the LSI PD in the classrooms. School leaders will receive individual coaching and support to strengthen their instructional leadership skills. The School Leadership Coach will provide actionable guidance to create visible improvements leading to instructional change. The leadership team will use an Action Board to track and drive improvement.				\$0.00
8	G3.B1.S2.A3	LSI - Coaching for Implementation PD: Refining Student Centered Planning- All instructional staff will be taught to review and refocus efforts to provide rigorous core instruction and grow students in autonomy. Teacher teams will revisit the vision of instruction and connect the previous year's Ignite Techniques (understanding all instructional phases—planning, delivery,				\$0.00

		reflection, and adjustment—to fully comprehend how each phase impacts student learning) The technique of Target-Task Alignment will provide a specific strategy for teachers to use to begin the year with instruction that is fully aligned to the rigor of the standards.	
9	G3.B1.S2.A4	LSI - Building Team Ownership: Staff will learn how to have students use Learning Targets and Success Criteria to influence their work and give feedback to a peer. Participants will learn how to immediately shift toward a more student-centered classroom. Teachers will be provided time to plan lessons implementing the techniques learned during the training.	\$0.00
10	G3.B1.S2.A5	LSI - Amplifying Team Effects: Teacher professional development is focused on the structure and creation of Rigorous Tasks with an emphasis on real-world application and cognitive complexity. The two strands of rigorous core instruction and student autonomy intertwine more tightly as the rigorous tasks include structured interdependence of students as part of their learning. Student self-awareness and self-efficacy increase as they learn to work together and take action based on what they know about their own learning.	\$0.00
11	G3.B1.S2.A6	District Support - The Executive Director for Pine Crest Elementary will be at the school a minimum of once per week to support instructional implementation and monitor the progress of the LSI Enhances Schools for Rigor Model.	\$0.00
Total:			\$329,412.50

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
 G2.B1.S1.A2 A390874	Create/Communicate Parent communication expectations/protocols/timeliness	Agosto, Alexis	8/1/2018	Leadership Agenda	8/1/2018 one-time
 G3.B1.S2.A1 A390878	Create LSI calendar	Agosto, Alexis	8/2/2018	Calendar	8/2/2018 one-time
 G2.B1.S1.A3 A390875	Create a Parent Involvement plan (protocols and activities to increase parental involvement)...	Agosto, Alexis	8/31/2018	Plan & Master Schedule	8/31/2018 one-time
 G2.MA1 M427669	5E Survey results demonstrating an increase in positive relationships	Agosto, Alexis	2/1/2019	5 E survey report showing an increase in parent-teacher trust category	4/1/2019 one-time
 G1.MA1 M427666	Student artifacts will be presented during Showcase events	Agosto, Alexis	8/10/2018	Students will present their innovative projects during designated times	5/24/2019 semiannually
 G3.MA1 M427675	Student progress monitoring data will be collected and reviewed bi weekly using iReady reports,...	Agosto, Alexis	8/10/2018	iReady, SCPS Formative Assessment and LSI Standard Tracker reports	5/24/2019 biweekly
 G1.B1.S1.MA1 M427664	Walk-throughs and Coaching for Implementation	Agosto, Alexis	8/10/2018	Coaching for Implementation plans and C4I tracker reports	5/24/2019 weekly
 G1.B1.S1.MA1 M427665	Innovation PLCs weekly w Assistant Principal and Innovation Coach	Agosto, Alexis	8/10/2018	PLC Agendas and Lesson Plans	5/24/2019 weekly
 G1.B1.S1.A1 A390872	Pine Crest School of Innovation will focus on computer science immersion through this integration...	Agosto, Alexis	8/10/2018	Genius Hour Lesson Plans	5/24/2019 weekly
 G2.B1.S1.MA1 M427667	Trusting relationship data will improve	Agosto, Alexis	8/10/2018	Parent Teacher Conference form counts will increase monthly	5/24/2019 monthly
 G2.B1.S1.MA1 M427668	Lead Meetings	Agosto, Alexis	8/10/2018	Lead Meeting Agendas	5/24/2019 biweekly
 G3.B1.S1.MA1 M427670	Student growth data (iReady, fluency & standard mastery) will be shared with Administration and...	Agosto, Alexis	9/4/2018	Student growth data reviewed in biweekly PLCs with Administration and monthly with District Leadership	5/24/2019 weekly
 G3.B1.S1.MA1 M427671	Student data (iReady, fluency & standard mastery) will be monitored and tracked for improvement	Agosto, Alexis	9/4/2018	Teachers and Interventionists will maintain student data on a school wide tracking form for continuous review.	5/24/2019 monthly
 G3.B1.S1.A1 A390877	Interventionists will monitor mastery of grade level standards and provide appropriate intervention...	Agosto, Alexis	9/4/2018	iReady diagnostic and student performance data, district developed twice monthly formative assessments, teacher provided data, tardy and attendance data, and discipline data.	5/24/2019 weekly
 G3.B1.S2.MA1 M427672	LSI Rigor Diagnostic Walk	Agosto, Alexis	8/10/2018	LSI Rigor Diagnostic Report	5/24/2019 quarterly
 G3.B1.S2.MA1 M427673	Daily Stand-up meeting	Agosto, Alexis	8/13/2018	Action Board & LSI Growth Tracker	5/24/2019 daily
 G3.B1.S2.MA3 M427674	Coaches meeting	Agosto, Alexis	8/10/2018	LSI Growth Tracker and Rigor Walk reports	5/24/2019 biweekly
 G3.B1.S2.A2 A390879	LSI - School Leadership Coaching-Onsite dedicated support of and monitoring by the School...	Agosto, Alexis	8/3/2018	Action Boards, Student Progress Monitoring Data	5/24/2019 weekly
 G3.B1.S2.A3 A390880	LSI - Coaching for Implementation PD: Refining Student Centered Planning- All instructional staff...	Agosto, Alexis	8/3/2018	iObservation and RigorWalks, Student Progress Monitoring Data	5/24/2019 weekly

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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
G3.B1.S2.A4  A390881	LSI - Building Team Ownership: Staff will learn how to have students use Learning Targets and...	Agosto, Alexis	10/11/2018	iObservation and RigorWalks, Student Progress Monitoring Data	5/24/2019 monthly
G3.B1.S2.A5  A390882	LSI - Amplifying Team Effects: Teacher professional development is focused on the structure and...	Agosto, Alexis	1/9/2019	iObservation and RigorWalks, Student Progress Monitoring Data	5/24/2019 monthly
G3.B1.S2.A6  A390883	District Support - The Executive Director for Pine Crest Elementary will be at the school a minimum...	Agosto, Alexis	8/3/2018	iObservation and RigorWalks, Student Progress Monitoring Data	5/24/2019 weekly
G2.B1.S1.A1  A390873	A select group of teachers will be trained in the APTT framework, a school wide program focused on...	Agosto, Alexis	8/1/2018	APTT training sign-in sheets and agenda	5/27/2019 annually