2013-2014 SCHOOL IMPROVEMENT PLAN

Pine Crest Elementary School

405 W 27TH ST
Sanford, FL 32773
407-320-5450
http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0141

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	89%

Alternative/ESE Center	Charter School	Minority Rate
No	No	68%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	D	C	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  ◦ Year 1 – declined to D, or first-time graded schools receiving a D
  ◦ Year 2 – second consecutive D, or F followed by a D
  ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  ◦ Year 1 – declined to F, or first-time graded schools receiving an F
  ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Pine Crest Elementary School

Principal
Dr. Maria Katz

School Advisory Council chair
Mrs. Tamara Hammond

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Maria Katz	Principal
Origin Call	Assistant Principal
Erica Hills	Guidance
Eric Cameron	Guidance
Gretchen Cowl	Reading Coach
Carissa Curran	Writing Coach
Shelly Kalahar	Math Coach
Olanthia Stallworth	Behavior Interventionist
Sherraine Grece	Media Specialist
Melanie Balabanski	ETF
Rebecca Boggs	Reading Interventionist
Angela White	Reading Interventionist

District-Level Information

District
Seminole

Superintendent
Dr. Walt Griffin

Date of school board approval of SIP
11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The following people are members of SAC:
School Based Employees:
Maria Katz - Principal

Bernie Muroski Brown - Kindergarten Teacher
Kerry McRae - Fourth Grade Teacher
Shawna Young - Fourth Grade Teacher
Cassandra Pinkney - Secretary
Parent/Community Based Members:
Grace Brown
Vera Caldwell
Tamara Hammond
Angela Mauthe
Johanna Noba
Estella Washington
Deanna Davis
Courtney Davis
Courtney Cogburn
Sherry Caldwell

Involvement of the SAC in the development of the SIP

The SAC Team consistently meets to discuss plans for school improvement at Pine Crest Elementary. They reviewed the 2012-2013 school data and assisted with the development of the targets and goals.

Activities of the SAC for the upcoming school year

The SAC Committee meets each month. The SAC was actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget. SAC will be involved in monitoring the School Improvement Plan throughout the 2013-2014 school year. SAC will be an integral part of the SIP process.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

na

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dr. Maria Katz		
Principal	Years as Administrator: 9	Years at Current School:

Credentials	Bachelor in Elementary Education Master in Reading Education Doctorate in Educational Leadership National Blue Ribbon School Principal for 2012-2013 School Year
Performance Record	Dr. Katz has been a principal for the past 9 years at the following Seminole County Public Schools: Eastbrook Elementary, Partin Elementary. Both schools were A Rated throughout her tenure. Partin Elementary consistently ranked in the top 20 elementary schools for the State of Florida and received the National Blue Ribbon Award. Dr. Katz has achieved results on past school's student learning goals. She demonstrates that student learning is her top priority through leadership actions that build and support a learning organization focused on student success. She works collaboratively with state standards to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Through her years as principal she has recruited, retained and developed an effective and diverse faculty and staff. Dr. Katz provides positive structure and monitors a school learning environment that improves learning for all of Florida's diverse student populations. She practices two-way communication and uses appropriate oral, written and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents and community.

Mrs. Origin Call		
Asst Principal	Years as Administrator: 3	Years at Current School:

Credentials	B.A. Psychology – Rollins College M.S. Counseling/Psychology – Troy University M.S. Elementary Education – Nova Southeastern University M.Ed. Educational Leadership – American College of Education Certifications: Elementary Education 1-6, Educational Media Specialist K-12, Guidance and Counseling PK-12, Educational Leadership, Reading Endorsement
Performance Record	2006-2009 -Served as Literacy Coach, Media Specialist and Curriculum Resource Specialist at Richmond Heights Elementary School (the only "F" school in Orange County in 2006). School received a "B" in 2007 and an "A" in 2008 with the highest gains in reading with lower quartile students. 2009-2010 – Served as Reading Administrator for Florida Department of Education Differentiated Accountability. Assigned to low performing schools in Orange County. Consulted with principals on instructional change. Results: Wheatley Elementary School increased from a "D" to "B", first time school received a grade higher than a "C". Ivey Lane Elementary School maintained a "C"; however increased AYP points by 30.

Instructional Coaches

# of instructional coaches
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Gretchen Cowl		
Full-time / School-based	Years as Coach: 10	Years at Current School:

Areas	Reading/Literacy
Credentials	Reading Endorsed ESOL M. Ed., Early Childhood Education B.A., Elementary Education
Performance Record	For the past ten years at Eastbrook Elementary, I have worked as a reading interventionist and a reading coach. Throughout the past nine years, as a team, we were an A school. It was a team effort and important to focus on areas of greatest student need, calibrate an elevate expectations among teachers, streamline instructional practices, share practices that work as well as encouraging vertical alignment between grades. We used the data to narrow our focus teachers' attention and inquiry on areas of particular strengths and weaknesses in students' reading skills. Through our Professional Learning Communities, we looked at best practices among classrooms. Using the aforementioned, we were successful and made each moment count.

Mrs. Shelly Kalahar		
Full-time / School-based	Years as Coach: 1	Years at Current School:

Areas	Mathematics
Credentials	My qualifications include 15 years of elementary teaching experience, BS degree in elementary education, and a current Florida Certificate for K-3 primary ed,1-6 elementary ed, and ESOL endorsed. Since I began teaching, I have been passionate in my commitment to three things: maximizing student achievement, instilling a sense of self-worth among all students and inspiring students to take ownership of their own learning, In my most recent position as a math/science fourth grade teacher, students were 92% proficient in math.
Performance Record	

Ms. Carissa Curran		
Full-time / School-based	Years as Coach: 1	Years at Current School:

Areas	Reading/Literacy
Credentials	Bachelors Degree in Elementary Education Masters in Reading Literacy Certificate in Elementary Education, Reading K-12, and ESOL
Performance Record	In Kindergarten 90% of my students left on or above grade level each of the five years I taught kindergarten (2007-2012). Out of the students who were above or on grade level 50 % of those students were reading on a mid-first grade to 2nd grade level and reading Junie B. Jones chapter books. 75 % of those students were not even able to identify their name or any letters upon entering kindergarten. In Writing each year 85% of my students were able to write a minimum of a 5-sentence paragraph. The sentences were simple; however they addressed who, did what, where, when, why, and how with explanation. Third grade 2012-2013: My students were a mix of ESE, ESL, and OHI. The students who entered my class on grade level excelled almost two grade levels in reading and math scoring 4 and 5 on FCAT. My SLD students gained 1.5 – 2.5 years growth in reading and writing; however, still scored a 1.

Classroom Teachers

# of classroom teachers
69

 # receiving effective rating or higher
0, 0%

 # Highly Qualified Teachers
100%

 # certified in-field
67, 97%

 # ESOL endorsed
44, 64%

 # reading endorsed
14, 20%

 # with advanced degrees
28, 41%

 # National Board Certified
3, 4%

 # first-year teachers
9, 13%

 # with 1-5 years of experience
16, 23%

 # with 6-14 years of experience
29, 42%

 # with 15 or more years of experience
15, 22%

Education Paraprofessionals

# of paraprofessionals
12

 # Highly Qualified
12, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administration - attends meetings to give input. Can monitor interventions and the effectiveness of the interventionist during walkthroughs and observations.
School Counselor - Facilitates meetings and schedules meetings. Keeper of the records and making copies as needed. Adds new students to cycles at the request of Parents, Teachers, Coaches, Leadership Team, and Administration. Keeps a brief summary of meetings for reference. Asks for and documents the necessary student data on the correct forms. Addresses any emotional concerns that arise. Attends parent conferences as needed. Makes referrals as needed.
Reading Coach - Attends meetings to address concerns with Reading. Gives suggestions on interventions that can be used. Helps determine if student's Tier needs to be changed. Coordinates Reading groups and assigning students to groups based on their need. Assigns Tier 3 students to SIPPS. Keeps track of Reading data and shares as appropriate.
Math Coach - Attends meetings to address concerns with Math. Gives suggestions on interventions that can be used. Helps determine if student's Tier needs to be changed. Coordinates Math groups and assigning students to groups based on their need. Assigns Tier 3 students to additional time in Success Maker lab. Keeps track of Math data and shares as appropriate.
Teachers - Attends meetings to review student's progress. Brings student data to the meetings. Helps determine if Tier needs to be changed. Puts interventions in place in the classroom and documents their progress with data. Turns in all intervention data with documenting the subject area, intervention, dates of intervention, interventionist, frequency of intervention, size of groups, and level of intervention. Completes Behavioral Observations as needed. Sends home a brief summary of the meeting to parents. Schedules and holds Parent/Teacher Conferences to review student's progress and data.
Dean - Attends meetings where Behavior is a concern. Discusses behavioral interventions that can be implemented. Reviews times that student has been sent to the Dean's Office. Helps develop Behavior Plans as needed, especially for Tier 3 students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All meetings are scheduled for the entire year. The team meets on a regular basis to monitor progress through student data. Teachers also must document all interventions that are completed so that the team can review them. Many of the members of the MTSS Team are also part of the Leadership Team, so discussions are held on the effectiveness of it. The Leadership Team can also add students to MTSS if a need is shown while reviewing school data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data is collected on how students perform on FCAT (when applicable), Discovery Education, SIPS, SRI, Fluency, Writing Prompt, Benchmark Assessments, Common Assessments, Success Maker.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff trainings are held to review what is needed for MTSS and how to implement it. The School Counselor emails the agenda each week for the entire staff. In these weekly emails are suggestions and reminders of what is needed for the meeting.

Parents are given a brief summary of each meeting that is held on their child. They know the day of the meeting what Tier their child is currently receiving. On the back of the summary form is an explanation of MTSS and what the Tiers mean. Parents are also told how their child is progressing through Parent/ Teacher conferences. If a need is shown for evaluation through the Student Study Team, the School Counselor reviews MTSS and the process their child went through with the parent.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 105

After school tutorial program for Second - Fifth Grade Tier 2 and 3 students.
After school tutorial program for Second - Fifth Grade ESE students.
Students will work in the Success Maker Lab for 45 minutes.
Students will work in small groups of no more than 6 students with one teacher on reading, math and writing skills.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Success Maker data will be analyzed weekly.
Discovery Education probes will be used to determine success on specific skills.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Maria Katz	Principal
Origin Call	Assistant Principal

Name	Title
Gretchen Cowl	Reading Coach
Carissa Curran	Writing Coach
Angela White	Reading Interventionist
Rebecca Boggs	Reading Interventionist

How the school-based LLT functions

The Literacy Leadership Team meets weekly to review all school-wide reading data. The team determines areas of need, organizes student intervention groups, determines appropriate professional development and works with teachers to create reading plans to meet the needs of individual students.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will be to provide teachers with professional development on SCPS new core reading program - Reading Street. In addition, to work with grade-level teams to review on-going progress monitoring data and creating intervention groups to meet individual students' needs.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	50%	No	60%
American Indian				
Asian	63%	83%	Yes	67%
Black/African American	48%	36%	No	53%
Hispanic	54%	45%	No	59%
White	59%	57%	No	63%
English language learners	36%	39%	Yes	42%
Students with disabilities	40%	23%	No	46%
Economically disadvantaged	53%	49%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	29%	66%
Students scoring at or above Achievement Level 4	68	20%	66%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	113	52%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	30	54%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	30	50%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	48%	70%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	25%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	31	31%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		66%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	48%	No	55%
American Indian				
Asian	63%	67%	Yes	67%
Black/African American	44%	32%	No	50%
Hispanic	54%	53%	No	59%
White	51%	54%	Yes	56%
English language learners	39%	56%	Yes	45%
Students with disabilities	43%	31%	No	49%
Economically disadvantaged	49%	47%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	25%	66%
Students scoring at or above Achievement Level 4	75	23%	66%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		70%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	136	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	60%	66%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	21%	66%
Students scoring at or above Achievement Level 4	11	10%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	97	12%	2%
Students retained, pursuant to s. 1008.25, F.S.	36	4%	1%
Students who are not proficient in reading by third grade	67	48%	10%
Students who receive two or more behavior referrals	43	5%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	67	7%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents attend one face to face parent conference.
Parents participate in one school wide activity with a focus on academics.
Parents log into Skyward Parent Portal at least once during each trimester.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents attend one face to face parent/teacher conference.	na		80%
Parents participate in one school side activity with a focus on academics.	na		80%
Parents log into Skyward Parent Portan at least once during each trimester.	na		80%

Goals Summary

G1. All teachers will utilize instructional best practice to increase student engagment to improve proficiency in reading, writing and math.

Goals Detail

G1. All teachers will utilize instructional best practice to increase student engagment to improve proficiency in reading, writing and math.

Targets Supported
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Three Instructional Coaches (Reading/Writing/Math)
- Two Reading intervention teachers
- Five Kindergarten/First Grade Paraprofessionals
- ELL Support
- District Reading/Writing/Math Specialist
- SLD Support
- Tier Two Material - Success Maker, Imagination Station, Reading RTI Kit, Build Up, Spiral Up, Fast Track Phonics, Word Power, 95% Group, Fast Forward, FCRR Phonics, Quick Reads, Comprehension Tool Kit
- Tier Three Materials - My Sidewalks (Pearson), SIPs, Making Meaning Professional Development
- Professional Development
- Grade Level PLCs
- Data Chats
- Guidance Counselors
- Behavior Interventionist
- After School Tutorial Program

Targeted Barriers to Achieving the Goal
- Teachers lack knowledge of collaborative data driven analysis and instruction
- Lack of student engagement
- Lack of technology
- Low family involvement
- Lack of differentiated instruction

Plan to Monitor Progress Toward the Goal

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 or Persons Responsible

Pine Crest Leadership Team

Target Dates or Schedule:

Leadership Team Meeting Friday 8:45-10:00 Weekly PLCs - Monday and Thursday

Evidence of Completion:

Student Assessment Data - school, district and state assessments (Baseline reading, math tests, district writing prompts, District Discovery Education K-5, Success Maker Lab progress reports, ongoing progress monitory of direct instruction skills in acceleration groups and FCAT assessments)

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will utilize instructional best practice to increase student engagment to improve proficiency in reading, writing and math.

G1.B5 Teachers lack knowledge of collaborative data driven analysis and instruction

G1.B5.S1 Meet weekly to discuss data.

Action Step 1

Data Discussions

Person or Persons Responsible

Administration, Instructional Coaches, Guidance and Teachers

Target Dates or Schedule

Weekly - Monday Data Chats, Tuesday MTSS, Thursday PLCs

Evidence of Completion

Teachers data notebooks, learning logs, Agendas

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Weekly meetings

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Friday 8:45-10:00

Evidence of Completion

Agenda and meeting notes

Plan to Monitor Effectiveness of G1.B5.S1

Weekly meetings

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Friday 8:45-10:00

Evidence of Completion

Agenda and meeting notes

G1.B5.S2 Provide training on assessment instruments.

Action Step 1

Training in Discovery Education, SRI, DAR, PSI, PASI, SIPs, Comprehension Tool Kit

Person or Persons Responsible

Instructional Coaches, Reading Specialist

Target Dates or Schedule

on-going

Evidence of Completion

Completed assessments

Facilitator:

Instructional Coaches and Reading Specialists

Participants:

Kindergarten - Fifth Grade classroom teachers Kindergarten - Fifth Grade ESE and ESOL Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Professional Learning Communities

Person or Persons Responsible

Kindergarten - Fith Grade Classroom Teachers, ESE Teachers and ESOL Teachers

Target Dates or Schedule

First Wednesday of the month

Evidence of Completion

Presentations, handouts, notes

Plan to Monitor Effectiveness of G1.B5.S2

Provide training on the following assessments: PASI, PSI, DAR, DE

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

August 2013 During PLC

Evidence of Completion

Student Data

G1.B5.S3 Complete classroom walkthroughs and provide immediate feedback.

Action Step 1

Walkthrough classes

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Provide feedback in iObservation

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Completion of daily classroom walkthroughs and face to face feedback with information placed in iObservation

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G1.B5.S3

Classroom walkthrough feedback improves best practice in instruction

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

iObservation walkthrough feedback and Teacher Formal Evaluation

G1.B5.S4 Create teacher and student data notebooks.

Action Step 1

Create teacher and student data notebooks with state, district and school wide assessments.

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

On-going

Evidence of Completion

Student and Teacher Data notebooks

Plan to Monitor Fidelity of Implementation of G1.B5.S4

Provide each grade level material to create student and teacher data notebooks

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

September 2013

Evidence of Completion

Teacher data notebooks and student data notebooks

Plan to Monitor Effectiveness of G1.B5.S4

Teachers will use data to guide instruction Students will use data to guide and monitor their learning and progress

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

on-going

Evidence of Completion

Teacher and student data notebooks

G1.B5.S5 Complete Deliberate Practice Plan on specific indicators for best practice in the classroom.

Action Step 1

Teachers will complete Deliberate Practice Plan

Person or Persons Responsible

Kindergarten - Fifth Grade Classroom Teachers Kindergarten - Fifth Grade ESE and ESOL

Target Dates or Schedule

September 2013

Evidence of Completion

Completed DP in iObservation

Plan to Monitor Fidelity of Implementation of G1.B5.S5

Each teacher will pick between 1 - 3 indicators for Deliberate Practice to be approved by Administration

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Completed Deliberate Practice in iObservation

Plan to Monitor Effectiveness of G1.B5.S5

Increase practice of specific indicators for best instructional practice

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

on-going

Evidence of Completion

iObservation Feedback

G1.B8 Lack of student engagement

G1.B8.S1 Provide Professional development on the following: Noticing and reacting when students are not engaged Using academic games Managing response rates Using physical movement Maintaining a lively pace Demonstrating intensity and enthusiasm Using friendly controversy among students Providing opportunities for students to appropriately talk about themselves Presenting unusual or intriguing information

Action Step 1

Provide professional development instructional strategies to increase student engagement.

Person or Persons Responsible

Administration and instructional coaches

Target Dates or Schedule

Begining 8/12/2013 - on-going weekly PLCs

Evidence of Completion

Classroom walkthrough iObservation feedback.

Plan to Monitor Fidelity of Implementation of G1.B8.S1

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

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

on-going

Evidence of Completion

Increased student engagement indicated in iObservation walkthrough feedback

Plan to Monitor Effectiveness of G1.B8.S1

Over 50% of students will be engaged during classroom lessons

Person or Persons Responsible

Administration, Instructional Coaches and Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Increased academic improvement on Disctrict and State Assessments

G1.B10 Lack of technology

G1.B10.S1 Create technology committee to work with Educational Technology Facilitator and District Instructional Coach

Action Step 1

Each grade level team will have one member on Team Innovation to work with Pine Crest ETF and District Instructional Coach to incorporate best practice with technology into the classroom.

Person or Persons Responsible

ETF, Teachers, and District Instructional Coach

Target Dates or Schedule

Every Friday from 7:45-8:30 Team Innovation will meet in the media center

Evidence of Completion

Observation of instructional technology best practice in classroom

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Team Innovation will meet each Friday with planned agenda. All classroom teachers will be invited to participate.

Person or Persons Responsible

Administration, ETF and District Technology Coach

Target Dates or Schedule

Fridays 7:45-8:30 in media center

Evidence of Completion

Observation of increased use of technology in instruction

Plan to Monitor Effectiveness of G1.B10.S1

Increased use of technology in classroom lessons

Person or Persons Responsible

Administration, ETF and District Technology Coach

Target Dates or Schedule

on-going

Evidence of Completion

Increased academic achievement of school, district and state tests

G1.B10.S4 Providing Professional Development in best practice in instructional technology

Action Step 1

Team Innovation will provide weekly professional development opportunities to all staff members. ETF and District Technology Coach will be available to work with teachers on planning and modeling classroom lessons

Person or Persons Responsible

ETF, District Technology Coach, Team Innovation Members

Target Dates or Schedule

Fridays 7:45-8:30 Team Innovation on-going Classroom modeling and planning

Evidence of Completion

Increased use of technology in classroom noted in iObservation

Plan to Monitor Fidelity of Implementation of G1.B10.S4

Planned Professional Development provided by Team Innovation

Person or Persons Responsible

ETF, District Technology Coach and Team Innovation

Target Dates or Schedule

Professional Learning Communities Team Innovation weekly meeting on Friday 7:45-8:30

Evidence of Completion

Lesson Plans and increased use of technology in classrom

Plan to Monitor Effectiveness of G1.B10.S4

Increased use of technology for instruction in classroom

Person or Persons Responsible

ETF, District Technology Coach, and Team Innovation

Target Dates or Schedule

on-going

Evidence of Completion

Increase use of technology in classrooms identified in lesson plans and noted in iObservation

G1.B11 Low family involvement

G1.B11.S1 Monthly parent nights integrating all curricular areas.

Action Step 1

The following family nights will be provided at Pine Crest for the 2013-2014 school year: Student Conference Night/Spaghetti Dinner - October 10, 2013 Read and Treat - October 30, 2013 K-5 Math Night - November 6, 2013 I Have a Dream Night - January 22, 2014 4th Grade Writing Night - January 27, 2014 FCAT Night - February 18, 2013 Kindergarten - Second Grade Primary Night - March 11, 2014 Pine Crest Pep Night - April 8, 2013 School Wide Awards Banquet - May 27, 2014

Person or Persons Responsible

Administration, Teachers, Parents, Students, and community

Target Dates or Schedule

All events will begin at 6:00pm Student Conference Night/Spaghetti Dinner - October 10, 2013 Read and Treat - October 30, 2013 K-5 Math Night - November 6, 2013 I Have a Dream Night - January 22, 2014 4th Grade Writing Night - January 27, 2014 FCAT Night - February 18, 2013 Kindergarten - Second Grade Primary Night - March 11, 2014 Pine Crest Pep Night - April 8, 2013 School Wide Awards Banquet - May 27, 2014

Evidence of Completion

Flyers, sign in sheets, newsletters

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

Planned Pine Crest nights will take place at least once a month. Information will be available to students in school wide flyers, newsletters, website and from the calling system.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Flyers, newsletters, and sign in sheets

Plan to Monitor Effectiveness of G1.B11.S1

Increase in parent involvment at Pine Crest

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Sign in sheets

G1.B11.S2 Communicate through the following: School newsletter email planner marque website phone calling system

Action Step 1

Consistent communication to parents about the following: upcoming events, student progress, and best ways to support their student.

Person or Persons Responsible

Administration and Teachers will constistently communicate with parents.

Target Dates or Schedule

on-going

Evidence of Completion

Example of flyers, newsletters, emails, and planners sent home throughout the school year.

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

Student/Family information send home in a timely manner with specific information.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Sign in sheets at family events and exit surveys

Plan to Monitor Effectiveness of G1.B11.S2

Increase participation at PIne Crest Family Nights

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

sign in sheets and exit slips

G1.B12 Lack of differentiated instruction

G1.B12.S1 Instructional coaches will model and provide co-teaching opportunities in best instructional practice.

Action Step 1

Design and deliver PD in quality instruction, data problem solving, gradual release, and data driven differenciated and task.

Person or Persons Responsible

Instruction Coaches

Target Dates or Schedule

Weekly - as needed

Evidence of Completion

Professional Development learning logs and agendas Instructional lesson plans

Facilitator:

Instructional Coaches

Participants:

Kindergarten - Fifth grade classroom teachers Kindergarten - Fifth grade ESE and ESOL teachers

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

Instructional coaches will complete weekly lesson plans with specific teacher they will be working with, subject and best practice instruction.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B12.S1

Increased differentiated instruction in the classroom

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans and iObservation

G1.B12.S4 Direct instruction in a specific skill in a small group setting.

Action Step 1

Teachers will provide direct instruction on specific skill based on school, district and state assessments during the 120 ELA Block, 75 minute math block and 30 minute intervention time

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B12.S4

Teachers will provide direct instruction through guided reading groups within the 120 minute ELA block and 30 minute intervention groups through the walk to intervention model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monday - Friday

Evidence of Completion

Lesson Plans, on-going progress monitoring

Plan to Monitor Effectiveness of G1.B12.S4

Students will be placed in small groups based on classroom data, DE scores and on-going progress monitoring.

Person or Persons Responsible

Adminstration, Instructional Coaches, and Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, on-going progress monitoring

G1.B12.S6 Provide afterschool tutorial program for Tier 2 and 3 third, fourth and fifth grade students.

Action Step 1

After school tutorial

Person or Persons Responsible

Tier 2 and 3 students in grades 3rd, 4th and 5th grade

Target Dates or Schedule

Monday, Tuesday and Thursday 3:15-5:00

Evidence of Completion

Detailed Lesson Plans DE probes to monitor learning

Plan to Monitor Fidelity of Implementation of G1.B12.S6

After school tutorial

Person or Persons Responsible

Administration/Teachers/Instructional coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student improvement on DES

Plan to Monitor Effectiveness of G1.B12.S6

After school Tutorial

Person or Persons Responsible

Administration/Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student growth on weekly DE Probes and Success Maker Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will utilize instructional best practice to increase student engagment to improve proficiency in reading, writing and math.

G1.B5 Teachers lack knowledge of collaborative data driven analysis and instruction

G1.B5.S2 Provide training on assessment instruments.

PD Opportunity 1

Training in Discovery Education, SRI, DAR, PSI, PASI, SIPs, Comprehension Tool Kit

Facilitator

Instructional Coaches and Reading Specialists

Participants

Kindergarten - Fifth Grade classroom teachers Kindergarten - Fifth Grade ESE and ESOL Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Completed assessments

G1.B12 Lack of differentiated instruction

G1.B12.S1 Instructional coaches will model and provide co-teaching opportunities in best instructional practice.

PD Opportunity 1

Design and deliver PD in quality instruction, data problem solving, gradual release, and data driven differenciated and task.

Facilitator

Instructional Coaches

Participants

Kindergarten - Fifth grade classroom teachers Kindergarten - Fifth grade ESE and ESOL teachers

Target Dates or Schedule

Weekly - as needed

Evidence of Completion

Professional Development learning logs and agendas Instructional lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will utilize instructional best practice to increase student engagment to improve proficiency in reading, writing and math.	$31,774
	Total	$31,774

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
District Allocated Tutorial Funds	$31,774	$31,774
Total	$31,774	$31,774

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will utilize instructional best practice to increase student engagment to improve proficiency in reading, writing and math.

G1.B12 Lack of differentiated instruction

G1.B12.S6 Provide afterschool tutorial program for Tier 2 and 3 third, fourth and fifth grade students.

Action Step 1

After school tutorial

Resource Type

Evidence-Based Program

Resource

Students will attend after school tutorial for 67 sessions. Each session is 1.75 hours. Students will receive differenciated instruction in reading and math and use the Success Maker Lab.

Funding Source

District Allocated Tutorial Funds

Amount Needed

$31,774