

Seminole County Public Schools

Pine Crest Elementary School



2021-22 Schoolwide Improvement Plan

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Pine Crest Elementary School

405 W 27TH ST, Sanford, FL 32773

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

Demographics

Principal: Ryan Gard Harrold

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: D (38%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Gard-Harrold, Ryan	Principal	Employ and monitor a decision-making process that is based on vision, mission, values, and improvement priorities using facts and data. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Recruit, retain and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
Trahan, Dustin	Assistant Principal	Support Principal in Math & Science Curricula Implementation, Student Behavior Management and Magnet School Assistance Program implementation. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
Argrett, Cherlotta	Science Coach	Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress
Glenn, Erika	Other	Provide teachers and administrators with on-site, on-going professional development related to innovative instruction and Computer Science integration; modeling best practices; assisting teachers in differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
Pearson, Heather	Instructional Coach	Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
Richka, Michelle	Instructional Coach	Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge

Name	Position Title	Job Duties and Responsibilities
		and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
Giacomo, Sheila	Attendance/ Social Work	Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, or system-level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes. Support student attendance by managing truancy referrals that adhere to SCPS procedures for truancy.
Granger, Shronda	Assistant Principal	Support Principal in ELA Curricula Implementation and Teacher / Student Data Analysis. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
Taveras-Ortiz, Rachel	Instructional Coach	Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
Ellis, Jennifer	Instructional Coach	Provide teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Demographic Information

Principal start date

Thursday 7/1/2021, Ryan Gard Harrold

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

604

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	92	95	111	98	103	0	0	0	0	0	0	0	606
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	9	13	4	3	4	0	0	0	0	0	0	0	35
Course failure in Math	0	1	3	5	0	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	31	54	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	40	59	0	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	12	26	29	51	0	0	0	0	0	0	0	0	0	118

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	7	7	20	7	23	0	0	0	0	0	0	0	67
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported**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	
Number of students enrolled	70	102	111	87	111	118	0	0	0	0	0	0	0	599
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	1	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	3	4	0	0	2	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	29	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	33	0	0	0	0	0	0	0	45

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	9	12	6	25	32	0	0	0	0	0	0	0	86
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated**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	
Number of students enrolled	70	102	111	87	111	118	0	0	0	0	0	0	0	599
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	1	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	3	4	0	0	2	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	29	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	33	0	0	0	0	0	0	0	45

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	2	9	12	6	25	32	0	0	0	0	0	0	0	86	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	67%	57%	30%	63%	56%
ELA Learning Gains				51%	61%	58%	40%	58%	55%
ELA Lowest 25th Percentile				59%	51%	53%	51%	47%	48%
Math Achievement				33%	70%	63%	33%	68%	62%
Math Learning Gains				42%	66%	62%	44%	62%	59%
Math Lowest 25th Percentile				45%	50%	51%	36%	46%	47%
Science Achievement				30%	62%	53%	31%	66%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	25%	67%	-42%	58%	-33%
Cohort Comparison						
04	2021					
	2019	26%	65%	-39%	58%	-32%
Cohort Comparison		-25%				
05	2021					
	2019	41%	64%	-23%	56%	-15%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	27%	71%	-44%	62%	-35%
Cohort Comparison						
04	2021					
	2019	31%	72%	-41%	64%	-33%
Cohort Comparison		-27%				
05	2021					
	2019	31%	65%	-34%	60%	-29%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	25%	62%	-37%	53%	-28%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic Assessments were utilized to progress monitor*:

- ELA – Grades 1-5
- Mathematics – Grades 1-5

In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/14%	21/23%	34/34%
	Economically Disadvantaged	10/13%	18/22%	28/33%
	Students With Disabilities	0	0	0
	English Language Learners	1/6%	3/17%	6/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/8%	12/14%	31/32%
	Economically Disadvantaged	7/9%	10/12%	27/32%
	Students With Disabilities	0	1/7%	4/25%
	English Language Learners	0	0	05/28%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17/17%	21/19%	33/28%
	Economically Disadvantaged	15/16%	19/18%	29/27%
	Students With Disabilities	1/4%	1/4%	1/4%
	English Language Learners	2/6%	3/9%	3/9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/12%	19/17%	28/24%
	Economically Disadvantaged	11/12%	16/16%	25/23%
	Students With Disabilities	1/4%	2/8%	4/15%
	English Language Learners	2/6%	2/6%	5/16%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/15%	17/20%	29/29%
	Economically Disadvantaged	11/14%	16/19%	27/30%
	Students With Disabilities	1/6%	1/6%	2/12%
	English Language Learners	1/6%	2/13%	3/18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/13%	26/30%	42/43%
	Economically Disadvantaged	10/13%	25/30%	40/44%
	Students With Disabilities	1/6%	1/6%	1/6%
	English Language Learners	3/19%	3/19%	5/28%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/14%	20/20%	22/21%
	Economically Disadvantaged	11/13%	17/18%	19/19%
	Students With Disabilities	1/3%	1/3%	1/3%
	English Language Learners	2/11%	2/10%	2/10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/12%	16/16%	22/21%
	Economically Disadvantaged	11/13%	13/14%	19/19%
	Students With Disabilities	2/6%	2/6%	2/6%
	English Language Learners	2/11%	2/10%	3/14%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/7%	16/16%	23/21%
	Economically Disadvantaged	7/7%	16/16%	21/21%
	Students With Disabilities	0	1/3%	2/6%
	English Language Learners	0	1/5%	2/11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/10%	23/23%	33/30%
	Economically Disadvantaged	9/10%	22/23%	31/30%
	Students With Disabilities	2/6%	3/10%	1/3%
	English Language Learners	0	3/16%	5/25%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	36	50	3	20	20	5				
ELL	20	26		18	17	20	5				
BLK	18	33	54	15	18						
HSP	25	33		21	23	20	11				
MUL	45			36							
WHT	49	52		33	24		30				
FRL	26	37	50	20	22	25	12				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	40	58	20	38	42	25				
ELL	19	56	64	28	43	46	31				
BLK	26	44	62	22	43	52	27				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	30	56	71	28	37	44	27				
MUL	45			64							
WHT	46	52		50	38	33	36				
FRL	31	50	63	32	42	50	29				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	43	39	23	40	38	23				
ELL	18	42	57	21	35	31	18				
BLK	18	42	58	21	44	50	24				
HSP	33	44	50	32	42	33	21				
MUL	47			41							
WHT	40	37		47	47		48				
FRL	29	41	54	31	42	35	27				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	24
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The performance of African-American students and students with disabilities across all grade levels and content areas is a concerning trend.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The achievement and learning gains of African-American students and students with disabilities demonstrates the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of African-American students and students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Progress monitoring data reflects improvement for ELA and mathematics at all grade levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

.Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

What strategies will need to be implemented in order to accelerate learning?

high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Increasing academic achievement of African-American students and students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome: Increase achievement and learning gains for African-American students and students with disabilities.

Monitoring: This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome: Ryan Gard-Harrold (ryan_gard-harrold@scps.k12.fl.us)

Evidence-based Strategy: Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy: Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

Student owned progress monitoring
 Low 30% Monitoring
 High Level 1 and High Level 2 Monitoring
 Low Level 3 Acceleration
 Collaborative Data Driven PLCs
 Tutoring
 See SCPS School Improvement Plan for additional details

Person Responsible Ryan Gard-Harrold (ryan_gard-harrold@scps.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Improving Reading/ELA instruction for all students. FSA achievement data reflects that less than 50% of students scored a level 3 or above on the 2021 FSA.
Measurable Outcome:	The measurable outcome will be an increase in the percentage of students scoring level 3 or above on the spring 2022 FSA.
Monitoring:	This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA and iReady outcomes.
Person responsible for monitoring outcome:	Ryan Gard-Harrold (ryan_gard-harrold@scps.k12.fl.us)
Evidence-based Strategy:	Research reflects a 0.47 effect size for small group learning.
Rationale for Evidence-based Strategy:	By working with students in small groups, teachers can provide targeted lessons and feedback to quickly accelerate student learning through both differentiation in the core and intervention.

Action Steps to Implement

Developing highly collaborative PLCs strategically focused on the use of formative assessment data.
 Utilizing results of DRA and iReady diagnostics to design reading acceleration support for students.
 Utilizing SCPS Early Warning/MTSS systems to support interventions.
 Reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction.
 Utilizing pacing calendars and research based instructional materials and practices in 90-minute block.
 Utilizing additional research-based intervention curriculum for tier 2 and 3 students.
 See Seminole County Public Schools' School Improvement Plan for additional details.

Person Responsible Ryan Gard-Harrold (ryan_gard-harrold@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Pine Crest Elementary has demonstrated a decrease in the rate of incidents per 100 from 2018-19 (2.1) to 2019-20 (0.7), which is lower than the state average of 1.0 per 100. We have implemented the Restorative Practices as a preventative measure related to building student-teacher relationships, de-escalation of conflict leading to a decrease of behavior incidents and discipline referrals. Our PBS Lead team continues to review discipline data weekly and address students' social emotional needs through school based and supplemental counseling services.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We have adopted a school-wide PBS system of expectations and procedures that addresses building a positive school culture and environment by emphasizing relationship building and restorative practices. We embody our 4 Cs: Collaborative, Compassionate, Courageous, and Creative to promote positive student experiences.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.