Pine Crest Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 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	2021-22: D (36%) 2018-19: C (42%) 2017-18: D (38%)
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	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

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.](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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

School Board Approval

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
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.
Argrett, Cherlottla	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 and supporting school-wide progress.
Glenn, Erika	Instructional Coach	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.
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;

Name	Position Title	Job Duties and Responsibilities
		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.
Giacomo, Sheila	Other	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.
Small, Cy-Anne	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 2022 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.*
1

Number of teachers with a 2022 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.*
16

Total number of teacher positions allocated to the school
59

Total number of students enrolled at the school
652

Identify the number of instructional staff who left the school during the 2021-22 school year.
12

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	105	117	109	132	80	102	0	0	0	0	0	0	0	645
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	5	5	6	2	0	0	0	0	0	0	0	0	18
Course failure in Math	0	5	4	7	1	1	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	40	15	43	0	0	0	0	0	0	0	98
Level 1 on 2022 statewide FSA Math assessment	0	0	0	29	22	42	0	0	0	0	0	0	0	93
Number of students with a substantial reading deficiency	0	14	23	48	0	0	0	0	0	0	0	0	0	85

Using the table above, complete the table below with the number of students by current grade level who have 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	3	5	13	6	2	0	0	0	0	0	0	0	29

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	5	8	44	16	8	0	0	0	0	0	0	0	82
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
Thursday 8/11/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%	65%	56%				33%	67%	57%
ELA Learning Gains	45%						51%	61%	58%
ELA Lowest 25th Percentile	42%						59%	51%	53%
Math Achievement	27%	46%	50%				33%	70%	63%
Math Learning Gains	45%						42%	66%	62%
Math Lowest 25th Percentile	37%						45%	50%	51%
Science Achievement	30%	65%	59%				30%	62%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	25%	67%	-42%	58%	-33%
Cohort Comparison		0%				
04	2022					
	2019	26%	65%	-39%	58%	-32%
Cohort Comparison		-25%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	64%	-23%	56%	-15%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	27%	71%	-44%	62%	-35%
Cohort Comparison		0%				
04	2022					
	2019	31%	72%	-41%	64%	-33%
Cohort Comparison		-27%				
05	2022					
	2019	31%	65%	-34%	60%	-29%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	62%	-37%	53%	-28%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	43	42	16	38	35	15				
ELL	19	50	25	20	54	36	21				
BLK	23	41	67	26	44	56	18				
HSP	28	47	21	26	49	27	31				
MUL	33			50							
WHT	38	57		24	29		67				
FRL	26	44	40	25	45	37	29				

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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FSA Trends: * Thirty-eight percent (38%) of our 20-21 3rd grade students were proficient on the FSA ELA exam. In 21-22 as 4th graders, proficiency decreased to 29.4%. * ELA proficiency remained stagnant at 13% for SWD in 20-21 and 21-22. * FSA proficiency for all grade levels and all subject areas is below 41%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA (20-21: 13%/21-22: 13%) and Math (20-21: 3%/21-22: 16%) proficiency of SWD, as well as proficiency of black and Hispanic students (Federal % of points below 41%), show 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 students in ELA and Math proficiency 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 2022 state assessments, showed the most improvement?

Comparing 20-21 and 21-22 FSA data, ELLs made significant increases in ELA, Math and Science, SWD made significant increases in ELA and Math, and black students made significant increases in Math and Science.

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. Other contributing factors include increased oversight by district appointed administrator, support of instructional coaches in planning and data management, and support of teachers with instructional practices.

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

In ELA, we will continue to use the guided reading program and PLC implementation with fidelity. We will also consistently monitor to ensure our systems are effective by using walkthroughs, lesson plan checks and data analysis of assessments.

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 support of standards based instruction across all content areas, 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	ELA profciency in 2021-2022 was 27% and 13% for SWD, as well as proficiency of black and Hispanic students (Federal % of points below 41%), show the greatest need for improvement. Formative assessment data, classroom walk throughs, and student input data also indicates a need for explicit, systematic, and intentional instruction aligned to the intended learning of the benchmark.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increased learning growth on outcome measures in ELA. The following increases are expected: -Improved performance on formative assessments as evident from student input data (Exit Tickets, Questions of the Day and mini-assessments) -Increase performance on FAST PM1, PM2 and PM3 -15% point increase in ELA Increasing learning growth for all students as measured by FAST PM3 and iReady
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will monitor by: -Conducting observations/ walkthroughs with Look-Fors based on PLC Planning -Scheduling and attending data meetings/discussions - Reviewing Data Notebooks (students) -Attending and participating in PLCs - Monitoring PLCs -Reviewing iReady growth reports and providing feedback -Monitoring MTSS data -Improved performance on formative assessment data, summative assessment data and data notebooks.
Person responsible for monitoring outcome:	Ryan Gard-Harrold (ryan_gard-harrold@scps.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Lessons aligned to standards at the appropriate level of complexity and interventions implemented with fidelity supported by PLCs focused on data, instructional planning and student evidence of learning. Learning targets and task alignment will be monitored through formative assessment during insturction to monitor student learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step:
PLC time will have a defined focus on planning lessons that are standards-aligned in all content areas.

District coaches will support administrators, coaches and teachers in understanding the BEST Standards

& Benchmarks to better align instruction and resources to the content area standards in ELA and Math
-Support administrators in developing Look-Fors for Guided-Reading and FTP
-Provide feedback on instructional alignment to BEST Standards/Benchmark
-Provide professional development as need
-Coaching Cycle as needed

Instructional systems such as guided reading, literacy/math centers, small group differentiation, iReady and interventions will be used with fidelity to ensure students are receiving rigorous, relevant instruction.

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

Coaches Action Steps:
-Prepare for the planning process and send teachers the agenda, items, tasks and other resources in advance
-During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that
align to the benchmarks and will support the intended learning
-Identify and plan for the supports that teachers will need before, during, and after planning

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

Teachers Action Steps:
Prior to planning, teachers will review the benchmarks and curriculum resources to complete the pre-work by:
Previewing texts, items and tasks to identify their purpose, determining key vocabulary, scaffolds and strategies
Completing the benchmark-aligned items and tasks provided by the coach
Prepare benchmark-aligned lessons and student materials for daily instruction

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Math proficiency in 2021-2022 was 27% and 16% for SWD, and 5th Grade Science proficiency in 2021-2022 was 30%, which also are areas that shows a need for improvement. Formative assessment data, classroom walk throughs, and student input data also indicates a need for explicit, systematic, and intentional instruction aligned to the intended learning of the benchmark. Ongoing feedback loops between leadership, teachers, students, and families ensure students in grades 3-5 will increase proficiency in the areas of Math and 5th Grade Science.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increasing achievement in Math and 5th Grade Science as measured by standardized statewide assessments. The following increases are expected: -Improved performance on formative assessments as evident from student input data (Exit Tickets, Question of the Day, and mini-assessments) -Increase performance on FAST PM1, PM2 and PM3 - 15% point increase in Math on State Assessment (or equivalent) Increasing learning growth for all students as measured by FAST PM3 and iReady
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will monitor by: -Conducting observations/ walkthroughs with Look-Fors based on PLC Planning -Scheduling and attending data meetings/discussions -Reviewing Data Notebooks (students) -Attending and participating in PLCs -Monitoring PLCs -Reviewing iReady growth reports and providing feedback -Monitoring MTSS data -Monitoring summative and formative Science data -Tracking Science Common Benchmark Assessment data and outcomes -Improving performance on formative assessment data, summative data and data notebooks
Person responsible for monitoring outcome:	Ryan Gard-Harrold (ryan_gard-harrold@scps.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Lessons aligned to math and science standards at the appropriate level of complexity and interventions implemented with fidelity supported by PLCs focused on data, instructional planning, and student evidence of learning. Learning targets and task alignment will be monitored through formative assessment during instruction to monitor student learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and increase learning for students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLC time will have a defined focus on planning lessons that are standards-aligned in Math and Science.

District coaches will:
-Support administrators, coaches, and teachers in understanding the BEST Standards & Benchmarks to better align instruction and resources to the content area standards in Math and Science
-Support administrators in developing Look-Fors for Math and Science Instruction at the appropriate grade level
-Train and monitor for implementation of MTR Stratagies
-Train and monitor for implementation of Best Standards/Benchmarks
-Provide feedback on instructional alignment to BEST Standards/Benchmark
-Provide professional development as needed
-Schedule regular data meeting/discussions with staff
-Coaching Cycle as needed

Instructional systems such as math centers, small group differentiation, iReady and Dream Box will be used with fidelity to ensure students are receiving rigorous, relevant instruction and opportunity for practice.

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

Coaches Action Steps:

-Prepare for the planning process and send teachers the agenda, items, tasks, and other resources in advance
-During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that
align to the benchmarks and will support the intended learning
-Identify and plan for the supports teachers will need before, during, and after planning

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

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Teachers and leaders will work in collaborative PLCs addressing the four PLC questions: What do we want all students to know and be able to do? How we will know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? High functioning PLCs will ensure students in grades 3-5 will increase proficiency in the areas of ELA, Math and 5th Grade Science, which will also improve our RAISE data.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increasing achievement in ELA, Math and 5th Grade Science as measured by standardized statewide assessments Increasing learning growth for all students as measured by FAST and iReady
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will include observation of PLCs, PLC agendas and notes, aligned lesson plans, planned lesson and instruction, formative assessments/exit slips, Coaches' log and weekly schedule, pre-work products, and administrative participation.
Person responsible for monitoring outcome:	Ryan Gard-Harrold (ryan_gard-harrold@scps.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	PLC's focused on data, instructional planning and evidence of student learning leads to quality instruction for all students through use of the Continuous Improvement Process.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	High functioning PLCs will improve achievement and learning gains for our students. This strategy is aligned to building collaborative relationships between teachers and a collective responsibility for the success of all students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will gain a clear understanding of the BEST standards and align instruction to intent of those standards.
Administrative Action Steps:
-Create schedule for additional common planning time for ELA & Math
-Define roles and responsibilities of team members (coaches, teachers, administrators, district) for before, during, and after common planning sessions
-Develop content area planning protocols that will delineate expectations for benchmark-aligned instructional
practices.
-Clearly communicate the expectations for planning with coaches and teachers

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

To prepare teachers for PLCs, coaches will communicate expectations prior to the PLC and provide resources and a plan to provide support.

Person Responsible	Shronda Granger (grangesz@scps.k12.fl.us)

To prepare teachers for PLCs, coaches will communicate expectations prior to the PLC and provide resources and a plan to provide support.

Teachers will collaborate during PLCs to determine how to assess whether students master learning targets for each lesson and to create the assessments to be used.

-Prior to planning, teachers will review the benchmarks and curriculum resources to complete the pre-work by:
-Previewing texts, items and tasks to identify their purpose, determining key vocabulary, scaffolds and strategies
-Complete the benchmark-aligned items and tasks provided by the coach
-Prepare benchmark-aligned lessons and student materials for daily instruction

Person Responsible	Jennifer Ellis (jennifer_ellis@scps.k12.fl.us)

#4. Positive Culture and Environment specifically relating to Conditions for Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Focusing on campus safety, developing a culture where student voice and belonging is valued and sharing collective responsibility for the success of all students in the school supports continuous improvement and student learning. Parent involvement has decreased since 2020-2021 due to COVID protocols and concerns. The goal is to improve Parent Involvement and increase parent knowledge of BEST Benchmarks and school-wide expectations. Based on the 5-Essentials Survey, their was a decrease of 23 points in Involved Families and 5 points in Supportive Environment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	-Decreased absenteeism and discipline referrals by 5% -Increased score in feeling of overall Safety as measured by the SCPS Safety Survey -Increase Collective Responsibility measure by 20 points -Increased score on 5 Essentials Involved Families measure by 20 points -Increase Supportive Environment measure by 20 points
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	-Attendance and discipline referral data -SCPS Safety Survey -5Essentials Survey data - PBIS observations and Look-Fors -Attend APTT Meetings and review data and feedback
Person responsible for monitoring outcome:	Sheila Giacomo (sheila_nenna@scps.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Conditions for learning identified as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct create a culture focused on student learning and fosters academic achievement. The APTT Model encourages family engagement that is grounded in the notion that schools can thrive when families and teachers work together as partners to maximize student learning. The model is research -based and aligns grade-level learning, performance data and family-teacher communication.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Focusing on conditions for learning supports student well being and positive classroom interactions will improve achievement and learning gains for our students. The APTT model provides a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate student learning.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Through the Positive Behavior Support (PBS) system, we will reinforce schoolwide procedures and expectations for students and staff. Teachers will feel a sense of collective responsibility as the PBS Committee provides schoolwide expectations for students and staff.

-Train staff and create a school-wide PBIS system
-Support teachers in creating artifacts for their classrooms
-Create a positive rewards system

**Person
Responsible**   Dustin Trahan (trahandz@scps.k12.fl.us)

Implement Academic Parent Teacher Teams (APTT) Model in VPK through 2nd grade to support teacher and parent relations and build ongoing communication around each individual student's instructional needs.
-Train principal and school team on the APTT Model
-Plan with VPK-2nd grade teachers and coaches the instructional focus for each APTT Cycle
-Provide the necessary materials and resources needed to provide for parents
-Compensate teachers for after-hours conferences and planning for each event

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

-Assist students with maintaining data sheets that consist of setting individual student goals and reflecting on
their outcomes.

**Person
Responsible**   Dustin Trahan (trahandz@scps.k12.fl.us)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Improving Reading/ELA instruction for students in grades K-2. Review of progress monitoring data reflects the need for improving on grade level performance.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Improving Reading/ELA instruction for students in grades 3-5. Review of FSA Achievement data reflects the need for improving on grade level performance.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The measurable outcome will be an increase in the percentage of students scoring at grade level or above on the FAST PM 3 and iReady diagnostic assessments.
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Grades 3-5: Measureable Outcome(s)

The measurable outcome will be an increase in the percentage of students scoring at grade level or above on the FAST PM 3 and iReady diagnostic assessments.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA, FAST and iReady outcomes.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Gard-Harrold, Ryan, ryan_gard-harrold@scps.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Research reflects a 0.47 effect size for small group learning.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

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:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
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	Gard-Harrold, Ryan, ryan_gard-harrold@scps.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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.

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

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.