Pine Crest Elementary School

leadership
analysis
Florida
college and career
mission
students
family and community involvement
school improvement
ambitious
striving
achievement
teaching
relationships
needs assessment
success
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2023-24

Schoolwide Improvement Plan (SIP)

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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

School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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	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	Student Behavior Management, 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	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.
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

Name	Position Title	Job Duties and Responsibilities
		knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.
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.
Sharrer, Stephanie	Math 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		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.
Fitzpatrick, 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 and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Solicited input, survey feedback and recommendations from the SAC members and various stakeholders have been considered in the revision of the School Improvement Plan with the goal of maintaining high standards, meeting specific needs and serving the whole community. The 5 Essential parent survey provides feedback and suggestions for reflection and action planning purposes. On occasion, suggestions may be included in future surveys to gauge viability or wider community interest. Additionally, as we build on our commitment to continuing digital/distance learning opportunities, we will pursue further feedback and recommendations from parents and the community to help revise and develop our plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Although we will conduct weekly data PLCs to discuss grade level formative assessments, a monthly data PLC will be held to include ESE Support, ESOL Support, the MTSS Team, General Education teachers and Administrators. Stakeholders will look at data by subgroup and schoolwide to determine if a plan revision is necessary.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	12	49	43	38	32	24	0	0	0	198
One or more suspensions	0	1	2	6	9	9	0	0	0	27
Course failure in English Language Arts (ELA)	1	5	4	7	7	5	0	0	0	29
Course failure in Math	1	5	7	2	0	5	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	9	42	24	0	0	0	75
Level 1 on statewide Math assessment	0	0	0	5	28	24	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	23	44	50	32	22	0	0	0	173

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	17	23	29	45	30	0	0	0	146

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	5	6	2	0	0	0	0	18
Course failure in Math	0	5	4	7	1	1	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	40	15	43	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	29	22	42	0	0	0	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	23	48	0	0	0	0	0	85

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	5	13	6	2	0	0	0	29

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	5	8	44	16	8	0	0	0	82
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	5	6	2	0	0	0	0	18
Course failure in Math	0	5	4	7	1	1	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	40	15	43	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	29	22	42	0	0	0	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	23	48	0	0	0	0	0	85

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	5	13	6	2	0	0	0	29

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	5	8	44	16	8	0	0	0	82
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	61	53	27	65	56	27		
ELA Learning Gains				45			38		
ELA Lowest 25th Percentile				42			50		
Math Achievement*	45	64	59	27	46	50	21		
Math Learning Gains				45			22		
Math Lowest 25th Percentile				37			25		
Science Achievement*	34	65	54	30	65	59	11		
Social Studies Achievement*					62	64			
Middle School Acceleration					45	52			
Graduation Rate					62	50			
College and Career Acceleration						80			
ELP Progress	56	77	59	52			60		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	201
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	2
ELL	40	Yes	2	
AMI				
ASN				
BLK	24	Yes	4	1
HSP	42			
MUL	47			
PAC				
WHT	51			
FRL	38	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	35	Yes	1	
AMI				
ASN				
BLK	39	Yes	3	
HSP	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	42			
PAC				
WHT	43			
FRL	37	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			45			34					56
SWD	15			33			13				5	29
ELL	26			57			37				5	56
AMI												
ASN												
BLK	26			35			13				4	
HSP	35			47			36				5	57
MUL	36			57							2	
PAC												
WHT	49			54			56				4	
FRL	32			43			31				5	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	27	45	42	27	45	37	30					52
SWD	13	43	42	16	38	35	15					46
ELL	19	50	25	20	54	36	21					52
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	23	41	67	26	44	56	18					
HSP	28	47	21	26	49	27	31					51
MUL	33			50								
PAC												
WHT	38	57		24	29		67					
FRL	26	44	40	25	45	37	29					51

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	38	50	21	22	25	11					60
SWD	13	36	50	3	20	20	5					42
ELL	20	26		18	17	20	5					60
AMI												
ASN												
BLK	18	33	54	15	18		0					
HSP	25	33		21	23	20	11					58
MUL	45			36								
PAC												
WHT	49	52		33	24		30					
FRL	26	37	50	20	22	25	12					60

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	61%	-29%	54%	-22%
04	2023 - Spring	51%	66%	-15%	58%	-7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	31%	60%	-29%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	66%	34%	54%	46%
03	2023 - Spring	55%	66%	-11%	59%	-4%
04	2023 - Spring	46%	68%	-22%	61%	-15%
05	2023 - Spring	26%	44%	-18%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	64%	-29%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

2021-2022 FSA Proficiency Data compared to 2022-2023 FAST PM3 Proficiency Data

ELA
Grade 3: 26% to 31%
Grade 4: 29% to 51%
Grade 5: 23% to 32%

Math
Grade 3: 23% to 55%
Grade 4: 38% to 46%
Grade 5: 16% to 36%

SWD: ELA: 13% to 16% Math: 16% to 33%
ELL: ELA: 19% to 30% Math: 20% to 61%
Black: ELA: 23% to 29% Math: 26% to 37%
Hisp: ELA: 28% to 39% Math: 26% to 50%

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Although we did not experience a decline in academic performance from the prior year, our SWD subgroup showed the least amount of growth from the 21-22 school year to the 22-23 school year. We plan to improve by conducting monthly meetings those who support students with disabilities (Gen Ed teachers, ESE teachers, MTSS, administrators) to aggressively monitor student progress and provide additional support, as needed.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Greatest Gap Compared to State Average
Grade 3 ELA 26 point gap
Grade 5 ELA 28 point gap

Which data component showed the most improvement? What new actions did your school take in this area?

Math proficiency showed the most growth for every grade level and subgroup. After analyzing data from progress monitoring assessments, small groups of students were formed by need and supported throughout the week during math center time. Secondly, i-Ready learning paths were closely monitored and adjusted as needed on a weekly basis. This year, we will begin this practice in the fall.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and proficiency in ELA and math are areas of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Priority #1 – Improvement in Conditions for Learning protocols
Priority #2 - Increase Academic Proficiency/Learning Gains
Priority #3 – Increase Student/Teacher Trust

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency in 2022-2023 was 37% and 16% 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following evidence-based interventions are available to help support students based upon the area of need of the individual student: Leveled Literacy Intervention (LLI), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Wonders Tier 2 and Tier 3 Intervention, iReady, Success for All – FastTrack Phonics (at Title 1 schools), Reading Mastery, FastForward, Corrective Reading, Quick Reads and Elements of Reading .

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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 all content areas. Consultant will be utilized to provide intensive teacher support with implementation of aligned and prescribed curriculum
Teachers will be provided extended planning time to develop plans to ensure students are given explicit instruction aligned to the benchmark, task alignment, questions to deepen understanding, and opportunities to collaborate
Interventionist allocated to provide support for students designated most at risk
Online reading comprehension assessment program will be utilized to monitor student growth and provide incentive
Supplemental guided reading materials will be provided to students to support teachers with direct instruction
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)

By When: August 2023 and ongoing

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)

By When: August 2023 and ongoing

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)

By When: August 2023 and ongoing

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math proficiency in 2022-2023 was 47% and 33% for SWD, and 5th Grade Science proficiency in 2022-23 was 35%, 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

The following evidence-based interventions are available to help them support students based upon the area of need of the individual student: iReady, DreamBox, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

All the listed interventions have research-based evidence for efficacy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. Consultant will be utilized to provide intensive teacher support with implementation of aligned and prescribed curriculum
Teachers will be provided extended planning time to develop plans to ensure students are given explicit instruction aligned to the benchmark, task alignment, questions to deepen understanding, and opportunities to collaborate
Interventionist allocated to provide support for students designated most at risk
Online reading comprehension assessment program will be utilized to monitor student growth and provide incentive
Supplemental guided reading materials will be provided to students to support teachers with direct instruction
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)

By When: August 2023 and ongoing

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)

By When: August 2023 and ongoing

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Consultant will be utilized to provide intensive teacher support with implementation of aligned and prescribed curriculum

Teachers will be provided extended planning time to develop plans to ensure students are given explicit instruction aligned to the benchmark, task alignment, questions to deepen understanding, and opportunities to collaborate

Interventionist allocated to provide support for students designated most at risk

Online reading comprehension assessment program will be utilized to monitor student growth and provide incentive

Supplemental guided reading materials will be provided to students to support teachers with direct instruction

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)

By When: August 2023 and ongoing

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)

By When: August 2023 and ongoing

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)

By When: August 2023 and ongoing

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. 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 an increase of 31 points in Involved Families and a decrease of 2 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 Student-Teacher Trust by 20 points.
- Increase Supportive Environment measure by at least 32 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Restorative Practices will continue to be utilized schoolwide to support student behavior and teacher response.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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
Administration and appropriate staff will attend trauma-informed instruction conference to support students' social and emotional well-being

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

By When: August 2023 and ongoing throughout the school year

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)

By When: September 2023 and ongoing

-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)

By When: August 2023 and ongoing

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned (i.e., Title I, Part A, UniSIG).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

For grades 1-2, coaches at RAISE schools will receive extra support from the State Regional Literacy Director through Professional Development that Just Read, Florida! has developed. In turn, coaches will use this professional development to improve the support to teachers at their respective schools. This should support more explicit, systematic, benchmark-aligned instruction in classrooms to lead to improvement in student outcomes on state assessments.

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

For grades 3 & 5, coaches at RAISE schools will receive extra support from the State Regional Literacy Director through Professional Development that Just Read, Florida! has developed. In turn, coaches will use this professional development to improve the support to teachers at their respective schools. This should support more explicit, systematic, benchmark-aligned instruction in classrooms to lead to improvement in student outcomes on state assessments.

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 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 Measurable Outcomes

The number of students in grades K-2 that are not on track to pass the statewide ELA assessment will decrease by 2 percent.

Grades 3-5 Measurable Outcomes

The number of students in grades 3-5 that score below a Level 3 on the end of the year statewide ELA assessment will decrease by 2 percent.

Monitoring

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 impact student achievement outcomes.

This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA, FAST and district progress monitoring assessment 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

Description:
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. §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:
Explain the rationale for selecting 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 evidence-based 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 FAST PM1 and PM2, DRA and district progress monitoring 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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Solicited input, survey feedback and recommendations from the SAC members and various stakeholders have been considered in the revision of the School Improvement Plan with the goal of maintaining high standards, meeting specific needs and serving the whole community. The 5 Essential parent survey provides feedback and suggestions for reflection and action planning purposes. On occasion, suggestions may be included in future surveys to gauge viability or wider community interest. Additionally, as we build on our commitment to continuing digital/distance learning opportunities, we will pursue further feedback and recommendations from parents and the community to help revise and develop our plan.
https://sim.scps.k12.fl.us/school/info/0141

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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.
https://pinecrest.scps.k12.fl.us/cms/one.aspx?portalid=2653828&pageid=3205838

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

•We will continue to accelerate learning by monitoring i-Ready performance and adjusting learning paths, as needed.

•We will fine tune PLCs and planning sessions to ensure teachers are tailoring SCPS Framework lessons to fit the needs of our students, and expect rigorous, engaging lessons that meet the requirements of the standards.

•We will continue to monitor data and provide support.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Department of Teaching and Learning (Title II, Part A), ESOL World Languages and Student Access (Title III, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Student Assignment and Program Access (magnet programs), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) are invited to participate in collaborative planning sessions. At these collaborative planning sessions, school leadership teams begin developing their Title I, Part A plans for the upcoming school year, with support and guidance from these various district-level grant and/or program managers. For instance, the Director of ESOL/World Languages and Student Access would share with Title I school leadership teams relevant updates to those programs for the upcoming school year, which may lead them to leverage their Title I, Part A funds to supplement such initiatives.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$242,243.50

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0141 - Pine Crest Elementary School	UniSIG	1.0	$56,011.00
			Notes: Intervention Teacher (1.0 FTE)			
	5100	210	0141 - Pine Crest Elementary School	UniSIG		$7,600.00
			Notes: Benefits, Retirement (13.57%) - Intervention Teacher			
	5100	220	0141 - Pine Crest Elementary School	UniSIG		$4,285.00
			Notes: Benefits, Social Security/Medicare (7.65%) - Intervention Teacher			
	5100	230	0141 - Pine Crest Elementary School	UniSIG		$9,400.00
			Notes: Benefits, Health Insurance (Flat rate, $9,400 per FTE) - Intervention Teacher			
	5100	240	0141 - Pine Crest Elementary School	UniSIG		$218.00
			Notes: Benefits, Workers Compensation (0.39%) - Intervention Teacher			
	6300	120	0141 - Pine Crest Elementary School	UniSIG		$55,760.00
			Notes: Extended Contract, Teachers - Standards-Based Planning (ELA/Writing); estimated $37/hr			
	6300	210	0141 - Pine Crest Elementary School	UniSIG		$7,567.00
			Notes: Benefits, Retirement (13.57%) - Extended Contract			
	6300	220	0141 - Pine Crest Elementary School	UniSIG		$4,266.00
			Notes: Benefits, Social Security/Medicare (7.65%) - Extended Contract			
	6300	240	0141 - Pine Crest Elementary School	UniSIG		$223.00
			Notes: Benefits, Workers Compensation (0.39%) - Extended Contract			
	6400	310	0141 - Pine Crest Elementary School	UniSIG		$65,186.50
			Notes: iReady Training/ Consultant (36 sessions at $2,000 each - weekly support; split funded with district allocation for training and administrator support)			
	5100	360	0141 - Pine Crest Elementary School	UniSIG		$4,158.00
			Notes: Accelerated Reader subscription (annual, 600 licenses)			
	5100	510	0141 - Pine Crest Elementary School	UniSIG		$9,000.00
			Notes: Guided reading materials. Materials include decodable books and phonics materials to support guided reading instruction. Phonics curriculum materials will be purchased to support gaps in guided reading for students. Materials include curriculum materials from the Magnetic Reading series from Curriculum Associates. In addition, manipulatives will be purchased for use at teacher table during Guided Reading (magnetic letters, center materials, and other materials to support small group instruction).			
	5100	510	0141 - Pine Crest Elementary School	UniSIG		$12,225.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Classroom library books to support independent reading and access to text for students			
	5100	520	0141 - Pine Crest Elementary School	UniSIG		$3,440.00
			Notes: SIPPS student materials and instructional manuals (beginning, extension and challenge levels); shipping costs			
	5100	510	0141 - Pine Crest Elementary School	UniSIG		$512.00
			Notes: iPad cases, $64 each x 8 cases			
	5100	640	0141 - Pine Crest Elementary School	UniSIG		$2,392.00
			Notes: iPads for instructional use; $299 each x 8 devices			
2	**III.B.**	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$67,816.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	0141 - Pine Crest Elementary School	UniSIG		$55,760.00
			Notes: Extended Contract, Teachers - Standards-Based Planning (Math/Science); estimated $37/hr			
	6300	210	0141 - Pine Crest Elementary School	UniSIG		$7,567.00
			Notes: Benefits, Retirement (13.57%) - Extended Contract			
	6300	220	0141 - Pine Crest Elementary School	UniSIG		$4,266.00
			Notes: Benefits, Social Security/Medicare (7.65%) - Extended Contract			
	6300	240	0141 - Pine Crest Elementary School	UniSIG		$223.00
			Notes: Benefits, Workers Compensation (0.39%) - Extended Contract			
3	**III.B.**	**Area of Focus: Instructional Practice: Professional Learning Communities**				**$0.00**
4	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$0.00**
					Total:	**$310,059.50**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No