

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Pine Crest Elementary School

School Improvement Plan 2021-2022

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

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.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Solicited input, survey feedback and recommendations from the SAC members and various stakeholders has 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.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

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

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

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.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The students of Pine Crest Elementary School participate in many different counseling groups throughout the school year that are provided by our school counselors and social worker. Pine Crest maintains a full time behavior support teacher, counselor and social worker. In addition, outside agencies work with our students to provide the support needed to continue their emotional and behavioral development. Pine Crest Elementary School works with Seminole State College to provide mentors for our students-in-need. For the last three years, the University of Central Florida graduate Psychology students provide individual counseling services for students and their families. With these programs in motion, the goal is to ultimately provide the students with the life skills and tools to be positive productive citizens.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., schools utilize an early warning identification report. This report specifically identifies students who meet two or more at risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specific data in order to inform root cause analysis. Additionally from this report, assigned administrators work with teachers to schedule and monitor parent meetings.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Ryan Gard-Harrold	Principal	Ryan_Gard-Harrold@scps.k12.fl.us	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.
Dustin Trahan	Assistant Principal	trahandz@scps.k12.fl.us	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.

Shronda Granger	Assistant Principal	Shronda_Granger@scps.k12.fl.us	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.
Cherlottla Argrett	Science Instructional Coach	Cherlottla_Argrett@scps.k12.fl.us	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;
Erika Glenn	Innovation Coach	erika_glenn@scps.k12.fl.us	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.
Heather Pearson	Instructional Coach (K-1)	pearsohz@scps.k12.fl.us	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.

Michelle Richka	Math Instructional Coach K-5	michelle_richka@scps.k12.fl.us	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.
Rachel Taveras-Ortiz	Instructional Coach (3-4)	Rachel_Taveras@scps.k12.fl.us	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.
Sheila Giacomo	School Social Worker	Sheila_Nenna@scps.k12.fl.us	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.
Jennifer Ellis	Instructional Coach (2 & 5)	Jennifer_Ellis@scps.k12.fl.us	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.

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Jennifer Ellis	Instructional Coach	Jennifer_Ellis@scps.k12.fl.us	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.
Rachel Taveras-Ortiz	Instructional Coach	Rachel_Taveras@scps.k12.fl.us	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.
Heather Pearson	Instructional Coach	Heather_Pearson@scps.k12.fl.us	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.

Public and Collaborative Teaching

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers of Pine Crest Elementary School participate in daily planning and professional learning communities (PLCs) and extended Wednesday Professional Development opportunities, focused on building positive relationships and culture within the team and school. This planning time provides teachers the opportunity to collaboratively analyze data, develop common assessments, create rigorous individualized lesson plans, and discuss strategies to enhance the students' achievement in order to meet the school and district goal of "One Year's Growth in One Year's Time" for every student. During PLCs, teachers use Learning Sciences International (LSI) technique tools to support standards driven planning and create a respectful and supportive environment with a mindset of growth.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Seminole County Public Schools and Pine Crest in particular continually seeks to hire highly qualified, certified teachers to teach our students. One recruitment strategy is to partner with State and private colleges and universities. We welcome university and college interns and field study students to the district, not only from the State of Florida University system but also out of State. Annually the district participates in numerous university job fairs and minority and veteran job fairs. Seminole County Public Schools holds an annual job fair in the Spring. Title 1 schools, and Pine Crest, in particular, are provided the first opportunity to hire from among qualified applicants. Pine Crest's principal, Mr. Gard-Harrold, continually communicates with colleagues from both within and outside of the district, to identify potential candidates for openings that may occur during the school year. Additionally, Mr. Gard-Harrold has supported and mentored individuals as they earned certification, with the idea these individuals would join the school's staff. For example, this year, a paraprofessional at another school completed requirements for certification and moved to Pine Crests to fill an available position. The district provides support for new teachers through a mentoring program that provides stipends for mentors. Professional development opportunities are offered to support new teachers. Teachers new to Pine Crest work with instructional coaches, who provide one-on-one support with planning and implementing lessons.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during the year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Pine Crest Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and interventions. Pine Crest Elementary school will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement. For the 2021-22 school year, the supplemental ESSER funds are being used to provide additional intervention teachers and paraprofessionals for direct student contact.

Student Transition and Readiness

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. Incoming student records and IEPs are reviewed by administration, guidance and our Student Support Team Facilitator, and student services are assigned to the grade level ESE teacher and classroom teacher. Similarly, students are screened for ESOL services by the ESOL teacher when indicated, and students are screened for possible instructional support by the Reading or Math interventionists. Student service needs are communicated with parents through ESOL compliance meetings, parent conferences and/or MTSS meetings as needed. Our Guidance Counselor coordinates transition meetings with the teachers of our outgoing SWD students in grade 5 and their assigned Middle School. These transition meetings review IEPs and current services received for academics as well as social emotional support needs. Middle school services are defined and communicated with parents/guardians.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Pine Crest School of Innovation focuses on the integration of Coding and Computer Science within core curriculum. College and career readiness is enhanced by home extension opportunities such as our ongoing magnet sponsored Family Academy, using Google Suite. School-based strategies incorporates 21st Century collaboration skills through the magnet themed PBS curriculum that includes Growth Mindset, SEL and Citizenship. We have several partnerships with business and community organizations that help advance college and career awareness - our main magnet partner, Finastra, works with our students through several opportunities (Computer Science Education Week, Magnet Units, and Teach In) to expose our students to careers in computer science and the educational paths one could take to achieve the goal of a career in the technology industry. We will continue to build partnerships with Finastra and other business, industry and community organizations to enhance our school vision.

Identify the career and technical education programs available to students and industry or community organizations.

We have a magnet program that uses the CSTA standards and ISTE standards as the foundation for computer science and innovation instruction. We are also working on implementing Google's Grow with Google program to support our students and families. Additionally, we will pursue a direct connect with other technology focused schools such as Crooms Academy of Information Technology.

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students perform and monitor their iReady minutes and passing rates on a weekly basis with the goal of reaching 45 minutes and a minimum of a 75% passing rate.	Students, Classroom Teachers, and Instructional Coaches	May 2022	Y	Weekly	Students Self-Tracking Sheet
Students perform and monitor their three iReady Diagnostic Assessments according to their Typical Growth Goals, Stretch Growth Goals and placement by domain.	Students, Classroom Teachers, and Instructional Coaches	Beginning, Mid, and End of Year iReady Diagnostics	Y	Aug 25, Oct 26, Dec 15, 2021, Feb 16, 2022 & weekly PLCs	iReady Data Chats Tracking Sheets
Student owned data notebooks. Students will generate and maintain data notebooks for the intentional recording, representing and processing of standard aligned knowledge, tasks, and vocabulary. The notebooks will serve as an ongoing tool for students record their growth and reflections.	Administration, Instructional Coaches and Classroom Teachers	May 2022	N	Weekly;	Student reflection sheet, monthly

Students in grades 3-5 participate in a digital Multiplication Club, practicing and self-monitoring their proficiency of Multiplication facts, followed by mastery tests at each level.

Instructional Coach;

Dec 2021;
May 2022

N

Daily

Mastery Tests

Subject area CFAs will be developed for ELA, Math and Science standards in all grade level PLCs. Teachers and students will monitor and track student progress.

Instructional Coaches

Quarterly

N

Weekly PLCs (M -
Math, T-ELA, Th - Sci)

CFA results & lesson plans to address needs; CFA tracking sheets

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>ELA interventions will target individual students based on FSA, iReady, and/or DRA scoring categories for L30% as main target. Leadership team meetings will focus on Interventions as a system with process to measure and monitor.</p>	<p>Administration, ELA Instructional Coach, Gen Ed Teachers and Interventionists</p>	<p>Intervention start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Intervention Block</p>	<p>Student work and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>
<p>Math interventions will target individual students based on FSA, iReady, Dream Box and/or Numeracy Project placement tests with L30% as main target. Leadership team meetings will focus on Interventions as a system with process to measure and monitor.</p>	<p>Administration, Math Instructional Coach, Gen Ed Teachers and Interventionist</p>	<p>Intervention start in October, 45 day cycle review</p>	<p>Y</p>	<p>Daily Intervention Block</p>	<p>Student work, standard checks and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>
<p>The Academic Coaches will meet weekly (one on one) and monitor grades 3-5 L30% students to support and remove any barriers to their learning progress.</p>	<p>Academic Coaches</p>	<p>Weekly</p>	<p>N</p>	<p>Daily</p>	<p>Google. Doc Check In Report</p>

Grade level Common Formative Assessments for Science, Grades 4-5, will be used to monitor students' levels of proficiency and determine content areas for additional instructional support.

Administration, Science Academic Coach, Gen Ed teachers,

Monthly

N

Weekly PLCs

Science Formative Assessment reports

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>ELA Acceleration block will target individual students based on FSA, iReady, and/or DRA scoring categories for High 1's, and High 2's. Leadership team meetings will focus on acceleration as a system with process to measure and monitor.</p>	<p>Administration, ELA Instructional Coach, Gen Ed Teachers</p>	<p>Acceleration start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Acceleration Block</p>	<p>Student Work and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>
<p>Math Acceleration block will target individual students based on FSA, iReady, Dream Box and/or Numeracy Project placement tests in scoring categories for High 1's, and High 2's. Leadership team meetings will focus on acceleration as a system with process to measure and monitor.</p>	<p>Administration, Math Instructional Coach, Gen Ed Teachers</p>	<p>Acceleration start in October, 45 day cycle review</p>	<p>Y</p>	<p>Daily Acceleration Block</p>	<p>Student Work, standards checks and Data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>
<p>Core Instruction PLC planning and preparation will include intense focus on 4 T's: Taxonomy Task-Aligned Teaming Teacher Monitoring, Tracking, and Verifying to Take Action, as well as the development of Common Formative Assessments (CFAs) to monitor and guide instruction.</p>	<p>Administration, Instructional Coaches, Teachers</p>	<p>Weekly Content Area PLCs</p>	<p>N</p>	<p>Daily</p>	<p>Student Assessments, Trend Tracker; Monthly monitoring meetings w SCPS District Administration</p>

Administration and Support Teacher are each assigned a mentor classroom and given a list of H1's and H2's to meet one on one monitoring monthly to support and remove any barriers to their learning progress.	Administration and Support Teachers	Monthly	N	Monthly	Google.doc tracker; Monthly monitoring meetings w SCPS District Administration
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Administration, Coaches and teachers will participate in weekly meetings to monitor individual students' growth and progress according to the 95% Group PSI, and PLL data, iReady growth and their embedded progress monitoring assessments. A data wall will be used to display student levels of performance and growth.	Administration, Coaches	Weekly	N	Weekly, ongoing	PLC notes, data tracking forms
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Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>ELA Acceleration block will target individual students based on FSA, iReady, and/or DRA scoring categories for L3's. Leadership team meetings will focus on acceleration as a system with process to measure and monitor.</p>	<p>Administration, ELA Instructional Coach, Gen Ed Teachers</p>	<p>Acceleration start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Acceleration Block</p>	<p>Student Work and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>
<p>Math Acceleration block will target individual students based on FSA, iReady scoring categories for L3's. Leadership team meetings will focus on acceleration as a system with process to measure and monitor.</p>	<p>Administration, Math Instructional Coach, Gen Ed Teachers</p>	<p>Acceleration start in September, 45 day cycle review</p>	<p>Y</p>	<p>Daily Acceleration Block</p>	<p>Student Work, Standards checks and data tracking sheets; Monthly monitoring meetings w SCPS District Administration</p>
<p>Administration and Support Teacher will each be assigned a mentor classroom and given a list of Low 3's to meet one on one, monitoring monthly to support and remove any barriers to their learning progress.</p>	<p>Administration and Support Teachers</p>	<p>Monthly</p>	<p>N</p>	<p>Monthly</p>	<p>Google Doc tracker; Monthly monitoring meetings w SCPS District Administration</p>

ELA Acceleration block will include the use of the 95% Group PSI and PLL lessons and the Fountas & Pinnell Leveled Literacy Lessons, with ongoing progress monitoring imbedded	Administration, ELA Instructional Coach, Gen Ed Teachers	Acceleration to start in September, 45 day cycle review	Y	Daily Acceleration Block	Student Work and data tracking sheets; Monthly monitoring meetings w SCPS District Administration
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Administration, Coaches and teachers will participate in weekly meetings to monitor individual students' growth and progress.	Administration, Coaches	Monthly	N	Weekly, PLCs	PLC notes, data tracking forms
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Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Certified Substitutes and when possible Certified Teachers are hired to support Core Instruction and provide Micro Interventions within the ELA and Math Block	Administration, Instructional Coaches, Gen Ed Teachers	Start in October, 45 day cycle review	N	Daily	Class Walk Through, Student work and iReady growth reports
Writing Boot Camp will be provide additional support and acceleration to targeted students in grades 4 & 5 during Specials time.	Administration, Instructional Coaches,	Start in October, 45 day cycle review	N	Weekly	Student work, Write Score reports

Elementary Essential Instructional Priority 2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School Social Worker will provide teacher trainings, continually monitor and track student attendance, provide student incentives, communicate with parents, and schedule monthly truancy meetings to address attendance issues.	Administration, Social Worker	Monthly	Y	Daily	EdInsight reports; Social Worker log

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Schoolwide Positive Behavior Support	Through the Positive Behavior Support (PBS) system, we will reinforce schoolwide procedures and expectations for students and staff within the new school building through grade level meetings and assemblies.	Administration ; PBS Lead & Team; Teachers	Jan 2022, May 2022	Y	August 7, 2021, monthly meetings	EdInsight reports, meeting notes August 7, 2021
School Safety Audit	Conduct a School Safety Audit to determine a baseline of information & identify potential areas of concern.	Admin, Lead Team	November 2021	N	November 2021	Audit report result

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Restorative Practices Trainings will be provided to teachers to help build and maintain healthy relationships and a sense of community, resolve difficulties and repair harm where there has been conflict.	Admin	August, October 2021	Y	Preplanning & October Workday	Teacher Conference Forms; Communication logs; Behavior tracking
Social Media presence will be expanded on a weekly basis to increase communication pathways to parents and stakeholders.	Admin; SAM	Weekly	N	Weekly	School Social Media sites
Parent Involvement events will be provided to bridge the gap between parent, school and community and improve relationships between home and school, which empowers families to become proactive in their children's education on a continuous basis.	Admin, SAM	Dec 2021, May 2022	N	2X year	Parent Sign in sheets for attendance

Optional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Town Hall Meetings	As an extension of our school based PBS system, we will conduct " Town Hall" meetings, with our school community members, to broaden and reinforce our positive school culture.	Admin, PBS Lead & Team	Quarterly	N	Quarterly	agendas
UKERU Trauma Informed Training	Teachers will be trained on the UKERU program and implement the trauma informed strategies to understand & de-escalate student response and build a culture of comfort vs control within the classroom communities.	Administration , UKERU Trainer, Lead Team, Classroom Teachers	May 2022	Y	Aug 5, 2021, Ongoing	Lead Team documentation

Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students identified as AO will be provided additional instructional opportunities weekly through the Talent Development program.	Administration; Gifted teacher	Dec 2021; May 2022	N	Weekly	Lesson Plans, Student iReady growth reports; Monthly monitoring meetings w SCPS District Administration
Project Elevate will be offered to AO students on Monday afternoons, if feasible, for 2 hours per week.	Administration; Project Elevate teacher	Dec 2021; May 2022	N	Weekly	Project Elevate lesson Plans; Student iReady growth reports
PRIMES Math instruction will be provided to students in grade 5, who demonstrate strength in Math concepts or scored a level 4 or 5, on the 2021 FSA Math. Pre-Primes is offered to students in grade 4, who demonstrate strength in Math concepts.	Administration; PRIMES and Pre-Primes teachers	May 22	N	Daily	lesson plans; student iReady reports; Monthly monitoring meetings w SCPS District Administration

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students in grade 5 will be provided scheduled MAGNET time weekly dedicated to acquiring digital tools. Practice tests will be administered on a regular basis.	Innovation Coach	Quarterly	N	Weekly	Lesson plans; practice test results
The CS2020 Curriculum is implemented within the Computer Science time during the weekly Specials rotation in grades K-5.	Innovation Coach; Computer Sci teacher	Quarterly	N	Weekly during Computer Science Specials	Student products
Magnet instructional units are written to provide opportunity for computer integration within the ELA, Math and Science content areas.	Innovation Coach,	Dec 2021 & May 2022	Y	Quarterly	Magnet instructional units; lesson plans

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Major racial and ethnic groups (Black)

Students with disabilities

Action Plan

1st Finding

Major racial and ethnic groups (Black)

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students in the Black subgroup will be provided additional opportunities to participate in intensive interventions, tutorial opportunities, Writing Boot Camp, Math Club and Science Club.	Instructional Coaches	Quarterly	N	Daily interventions, Weekly Boot Camp and Clubs	progress monitoring reports, attendance reports

2nd Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students in the Students with Disability subgroup will be provided additional opportunities to participate in intensive interventions, tutorial opportunities, Writing Boot Camp, Math Club and Science Club.	Instructional Coaches	quarterly	N	Weekly	progress monitoring data, attendance sheets

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

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

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	Partially Almost
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Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.	Partially Almost
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General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Almost
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Action Plan

Indicator 1

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administration established Grade level PLC meetings for Gen Ed and Special Education teachers to share and discuss the instructional and behavioral support responsibilities for SWDs in each classroom and other school settings.	Administration, Special Education teachers, Gen Ed teachers	Aug 2021	N	Quarterly PLC / Ongoing communication	PLC Agenda, ESE teacher log

Indicator 2

Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Specials area teachers and Special Education teachers are provided additional planning time weekly, which allows for collaborative conversation.	Administration , Special Education teachers, Special areas teachers	Weekly	N	weekly, Wednesday afternoons	ESE teacher log

Indicator 3

General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Special Education teachers will participate in their assigned grade level PLCs, allowing for collaborative planning and common understanding of classroom instruction and assessments.	Administration , Special Education teachers	Monthly	N	Weekly	PLC Agendas; Lesson plans

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
iReady Training	1	Quarterly	Instructional / Progress Monitoring/ Intervention	School-wide / PLCs	80	Administration; Instructional Coaches
DRA Training for grades K-3	1	Sept 29, 2021	Instructional	Grade level Teachers, Support Teachers	50	Administration
Dream Box and Numeracy Project Training	1	Oct 2021	Instructional	Grade Level Teachers; Support Teachers	75	Administration; Instructional Coaches
Attendance (School SW)	2	August 7,2021; Monthly	Attendance/ Social Emotional needs	School-wide	80	Administration, Social Worker
UKERU Trauma Informed Training	2	Aug 5, 2021	Social Emotional Needs	School-wide	80	Administration
Schoolwide PBS	2	Aug 7, 2021, Monthly	Classroom climate and engagement	Grade Level Teachers	80	Administration

Identifying Gifted Learners	3	October 2021	increase the ability to identify potential students Gifted and Talented qualities	Admin, Coaches, teachers	75	School Psychologist; Guidance Counselor
Magnet Mondays	3	Monday afternoons	improve computer science intergration	Teachers K-5	50	Innovation Coach
Implicit Bias Training	3	September 2021	This training will help to expose people to their implicit biases, and provide tools to adjust automatic patterns of thinking, and ultimately eliminate discriminatory behaviors.	Coaches, teachers	75	Admin; District level trainer
ELA Content PLCs	1	Weekly	Instructional	Grade Level Teachers; Support Teachers	80	Administration, Instructional Coaches
Magnet /Computer Science Training and Planning	1	Monthly	Instructional	Grade Level Teachers; Support Teachers	80	Administration, Instructional Coach

Magnet / Equity book studies	1	September 2021; ongoing	Instructional	All staff members	40	Admin, Instructional Coaches
Math Content PLCs	1	Weekly	Instructional	Grade Level Teachers; Support Teachers	75	Admin, Instructional Coaches
Effective PLCs	1	August 2021	Instructional	School-wide, Grade Level Teachers; Support Teachers	75	Admin, PLC Team