

Seminole County Public Schools

# PINE CREST ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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The mission of 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

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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 lifelong 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.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Gard-Harrold, Ryan

##### Position Title

Principal

##### Job Duties and Responsibilities

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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.

## **Leadership Team Member #2**

### **Employee's Name**

Granger, Shronda

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #3**

### **Employee's Name**

Ellis, Jennifer

### **Position Title**

MTSS/Behavior Support

### **Job Duties and Responsibilities**

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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. Track and monitor interventions for students for academic and behavior. Provide support for best practices for MTSS and behavior support.

## **Leadership Team Member #4**

### **Employee's Name**

Sharrer, Stephanie

### **Position Title**

Math Coach

### **Job Duties and Responsibilities**

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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. Plan and provide modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis. Assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, comprehensive curriculum, and math interventions.

## **Leadership Team Member #5**

### **Employee's Name**

Follrod, Angie

### **Position Title**

ELA Coach

### **Job Duties and Responsibilities**

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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. Plan and conduct professional development sessions for ELA teachers and staff to improve instructional strategies, content knowledge, and assessment practices. Provide ongoing support through workshops, seminars, and one-on-one coaching to help teachers implement effective ELA instruction, including strong writing remediation and foundational skill building. Analyze ELA assessment data to identify trends, strengths, and areas for improvement.

## **Leadership Team Member #6**

### **Employee's Name**

Belinger, Cindy

### **Position Title**

ELA Coach

### **Job Duties and Responsibilities**

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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. Plan and conduct professional development sessions for ELA teachers and staff to improve instructional strategies, content knowledge, and assessment practices. Provide ongoing

support through workshops, seminars, and one-on-one coaching to help teachers implement effective ELA instruction, including strong writing remediation and foundational skill building. Analyze ELA assessment data to identify trends, strengths, and areas for improvement.

## **Leadership Team Member #7**

### **Employee's Name**

Argrett, Cherlottla

### **Position Title**

Science Resource

### **Job Duties and Responsibilities**

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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. Serve as a science resource specialist to assist in the development and implementation of instructional plans that align to district goals and curriculum. Work with district science support and administration to design and provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps.

## **Leadership Team Member #8**

### **Employee's Name**

Kellam, Erika

### **Position Title**

New Teacher Support/Innovation Lead

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #9**

### **Employee's Name**

West, Anne

### **Position Title**

School Administration Manager



**Job Duties and Responsibilities**

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Responsible for assigned administrative duties not directly related to instruction to include, but not limited to, managing/coordinating school schedule/activities, special events, transportation needs, school maintenance, and supervision of assigned educational support personnel. Monitor school truancy and provide feedback to families and administration to improve attendance.

**Leadership Team Member #10**

**Employee's Name**

Giacomo, Sheila

**Position Title**

School Social Worker

**Job Duties and Responsibilities**

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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.

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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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.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>84.8%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>93.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>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)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: C* 2021-22: D 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days	3	32	32	30	27	33				157
One or more suspensions		4	6	2	13	8				33
Course failure in English Language Arts (ELA)	5	8	16	12	6	4				51
Course failure in Math	2	7	15	4	5	3				36
Level 1 on statewide ELA assessment				1	33	37				71
Level 1 on statewide Math assessment					21	32				53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	13	13	27						58
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	9	7	18	16					51

#### Current Year 2024-25

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	5	15	18	28	43	32				141

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	3	3	16		1				29
Students retained two or more times				1						1

**Prior Year (2023-24) As Last 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 school days	12	49	43	38	32	24				198
One or more suspensions		1	2	6	9	9				27
Course failure in ELA	1	5	4	7	7	5				29
Course failure in Math	1	5	7	2		5				20
Level 1 on statewide ELA assessment				9	42	24				75
Level 1 on statewide Math assessment				5	28	24				57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	23	44	50						173

**Prior Year (2023-24) As Last Reported (pre-populated)**

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	2	17	23	29	45	30				146

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	4	4						12
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	44	66	57	35	61	53	27	65	56
ELA Grade 3 Achievement **	38	69	58	31	62	53			
ELA Learning Gains	54	62	60				45		
ELA Learning Gains Lowest 25%	58	55	57				42		
Math Achievement *	55	67	62	45	64	59	27	46	50
Math Learning Gains	65	64	62				45		
Math Learning Gains Lowest 25%	49	43	52				37		
Science Achievement *	55	68	57	34	65	54	30	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	66	75	61	40	77	59	52		

\*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 (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.



## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	484
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	40%	38%	32%		45%	42%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	43%	No		
English Language Learners	42%	No		
Black/African American Students	54%	No		
Hispanic Students	46%	No		
Multiracial Students	70%	No		
White Students	65%	No		
Economically Disadvantaged Students	53%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	21%	Yes	4	2
English Language Learners	40%	Yes	2	
Black/African American Students	24%	Yes	4	1
Hispanic Students	42%	No		
Multiracial Students	47%	No		
White Students	51%	No		
Economically Disadvantaged Students	38%	Yes	2	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	31%	Yes	3	1

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
English Language Learners	35%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	39%	Yes	3	
Hispanic Students	35%	Yes	1	
Multiracial Students	42%	No		
Pacific Islander Students				
White Students	43%	No		
Economically Disadvantaged Students	37%	Yes	1	

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	44%	38%	54%	58%	55%	65%	49%	55%					66%
Students With Disabilities	21%	19%	47%	56%	28%	53%	54%	45%					62%
English Language Learners	29%	21%	52%	53%	54%	65%	10%	29%					66%
Black/African American Students	39%	40%	57%	69%	42%	64%	60%	63%					
Hispanic Students	41%	30%	49%	52%	57%	60%	17%	42%					65%
Multiracial Students	50%				90%								
White Students	61%	50%	64%		66%	82%							
Economically Disadvantaged Students	41%	35%	53%	61%	53%	64%	49%	54%					66%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	31%			45%			34%					40%
Students With Disabilities	15%	13%			33%			13%					29%
English Language Learners	26%	26%			57%			37%					56%
Black/African American Students	26%	22%			35%			13%					
Hispanic Students	35%	33%			47%			36%					57%
Multiracial Students	36%				57%								
White Students	49%	45%			54%			56%					
Economically Disadvantaged Students	32%	28%			43%			31%					57%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	13%		43%	42%	16%	38%	35%	15%					46%
English Language Learners	19%		50%	25%	20%	54%	36%	21%					52%
Native American Students													
Asian Students													
Black/African American Students	23%		41%	67%	26%	44%	56%	18%					
Hispanic Students	28%		47%	21%	26%	49%	27%	31%					51%
Multiracial Students	33%				50%								
Pacific Islander Students													
White Students	38%		57%		24%	29%		67%					
Economically Disadvantaged Students	26%		44%	40%	25%	45%	37%	29%					51%

## E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	37%	67%	-30%	55%	-18%
Ela	4	43%	62%	-19%	53%	-10%
Ela	5	49%	63%	-14%	55%	-6%
Math	3	53%	69%	-16%	60%	-7%
Math	4	56%	64%	-8%	58%	-2%
Math	5	41%	43%	-2%	56%	-15%
Math	6	100%	67%	33%	56%	44%
Science	5	57%	65%	-8%	53%	4%



### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

Pine Crest Elementary School of Innovation showed improvement in all areas.

ELA Achievement 35% to 44%

Math Achievement 45% to 54%

Science Achievement 34 % to 55%

The same actions were taken in all subjects. Focus was placed on PLC and planning. Teachers, coaches, and admin ensured there was target task alignment for student instruction. Data was monitored on a regular basis. Administration and coaches monitored instruction dally with feedback for immediate impact to instruction.

##### Lowest Performance

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

---

The lowest data component was 3rd Grade ELA Achievement (38%). Although this was an increase from prior year (31%), it still performed lower than expected. Contributing factors included teacher expertise and motivation during the school year. Additional support was placed in the classroom to boost instruction and lessen the gaps for students.

##### Greatest Decline

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

---

Pine Crest Elementary performed very well. There were no declines in any category from the prior year.

##### Greatest Gap

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.

---

The largest gap when compared to the state average is in the area of ELA Achievement.

Contributing factors include:

- Gaps in foundational skills from prior years
- Teacher commitment/expertise in Grade 3

### **EWS Areas of Concern**

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

---

- 3rd Grade ELA proficiency
- Foundational reading skills in 1st and 2nd grade
- Proficiency and LG for subgroups
- Attendance

### **Highest Priorities**

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

---

- 3rd Grade ELA proficiency
- Proficiency and LG for subgroups
- Foundational reading skills in 1st and 2nd grade
- Attendance

## **B. Area(s) of Focus (Instructional Practices)**

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

### **Area of Focus #1**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Pine Crest Elementary School has been identified as a RAISE school based on 2023-2024 data. The RAISE program establishes criteria for identifying schools for additional support from State Regional Literacy Directors (SRLDs). For the 2024-2025 school year, the criteria includes schools with students in grades three through five where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment; or progress monitoring data collected from the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., shows that 50 percent or more of the students are not on track to pass the statewide, standardized grade 3 ELA assessment for any grade level kindergarten through grade 3; and at least 10 students must be present for both the second and third full-time equivalent (FTE) survey periods and must be enrolled at the time of the statewide, standardized testing.

Based on the data, Pine Crest qualified as a RAISE school in the following categories:

- 54% of Students in 1st Grade Scoring Below 40th Percentile
- 69% of Students in 2nd Grade Scoring Below 40th Percentile
- 62% of 3rd Grade Students Scoring Below Level 3
- 56% of 4th Grade Students Scoring Below Level 3
- 51% of 5th Grade Students Scoring Below Level 3

Although substantial gains were made over the course of the school year, RAISE data indicates areas of growth for ELA instructional practices.

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

---

Pine Crest Elementary School focuses on high-quality, rigorous instruction for students in all grades. ELA instructional practices in grades K-2 include Fast Track Phonics, Magnetic Reading, Guided

Reading, small group differentiated instruction, and benchmark aligned rigorous instruction. Teachers, instructional coaches, and administration are actively engaged in PLCs, professional development, and planning. In addition, coaches receive extra support from the State Regional Literacy Director through Just Read, Florida! The PD, PLCs, and planning 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**

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Pine Crest Elementary School focuses on high-quality, rigorous instruction for students in all grades. ELA instructional practices in grades 3-5 include i-Ready scaffolded lessons, Magnetic Reading, Guided Reading, small group differentiated instruction, tiered interention, and benchmark aligned rigorous instruction. Teachers, instructional coaches, and administration are actively engaged in PLCs, professional development, and planning. In addition, coaches receive extra support from the State Regional Literacy Director through Just Read, Florida! The PD, PLCs, and planning support more explicit, systematic, benchmark-aligned instruction in classrooms to lead to improvement in student outcomes on state assessments.

### **Grades K-2: Measurable Outcome(s)**

---

Based on the data, Pine Crest qualified as a RAISE school in the following categories:

- 54% of Students in 1st Grade scoring below 40th Percentile
- 69% of Students in 2nd Grade scoring below 40th Percentile

#### Measurable Outcome

The number of students in grades K-2 that are not on track to pass the statewide ELA assessment will decrease below 50%

### **Grades 3-5: Measurable Outcome(s)**

---

Based on the data, Pine Crest qualified as a RAISE school in the following categories:

- 62% of 3rd Grade Students scoring below Level 3
- 56% of 4th Grade students scoring below Level 3
- 51% of 5th Grade students scoring below Level 3

#### Measurable Outcome

The number of students scoring below level 3 will decrease below 50%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

---

how ongoing monitoring will impact student achievement outcomes.

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

**Person responsible for monitoring outcome**

Ryan Gard-Harrold, Cindy Belinger, Angie Follrod

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

**Rationale:**

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

RAISE Action Plan

**Person Monitoring:**

Ryan Gard-Harrold, Cindy Belinger, Angie Follrod

**By When/Frequency:**

August 2024/Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Developing highly collaborative PLCs strategically focused on the use of formative assessment data. Utilizing results of FAST PM1 and PM2, 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.

## Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA, Math, Science

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Based on 2023-2024 data, Pine Crest Elementary School of Innovation will focus on ELA, Math, and Science. Although we have made substantial growth, there are achievement gaps which must be addressed. In addition, ESSA subgroup data indicates need for improvement.

Pine Crest Elementary School of Innovation showed improvement in all areas for the 2023-2024 school year.

ELA Achievement 35% to 44%

Math Achievement 45% to 54%

Science Achievement 34 % to 55%

Subgroup percentages:

SWD 40%

FRL 51%

ELL 40%

Black 54%

Hispanic 43%

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Pine Crest Elementary School of Innovation showed improvement in all areas for the 2023-2024 school year.

ELA Achievement 35% to 44%

Math Achievement 45% to 54%

Science Achievement 34 % to 55%

Pine Crest will increase 10% in each area.

Subgroup percentages:

SWD 40%  
FRL 51%  
ELL 40%  
Black 54%  
Hispanic 43%

Pine Crest will increase SWD, ELL, and Hispanic 10 percentage points. Black and FRL will increase 5 percentage points.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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, Angie Follrod, Cindy Belinger, Stephanie Sharrer, Cherlottla Argrett

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

**Rationale:**

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Instructional Practice

**Person Monitoring:**

**By When/Frequency:**

Ryan Gard-Harrod, Angie Follrod, Cindy Belinger, August 2024/Ongoing  
Stephanie Sharrer, Cherlottla Argrett

**Describe the Action to Be Taken and how the school will monitor the impact of this action 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 incentives

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Regular attendance is essential for student success in school. The Pine Crest leadership team has been actively engaged in attendance initiative and truancy for the past few years. The team will continue to focus on these areas to decrease unexcused absences and tardies. Data for the 2022/2023 and 2023/2024 school years are reflected below:



2022-2023

15+ absences 41%

2023-2024

15+ absences 37%

2022-2023

10+absences 36%

2023-2024

10+absences 36%

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

2022-2023

15+ absences 41%

2023-2024

15+ absences 37%

Pine Crest Elementary School will decrease the number of students with 15+absences from 37% to 32%.

2022-2023

10+absences 36%

2023-2024

10+absences 36%

Pine Crest Elementary School will decrease the number of students with 10+ absences from 36% to 31%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Attendance meetings will be held on a weekly basis. Monitoring will include:

-Unexcused absences

- Excused absences
- Tardies
- Attendance initiatives
- Teacher/parent contact

**Person responsible for monitoring outcome**

Anne West, Jennifer Ellis, Sheila Giacomo

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

**Rationale:**

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Attendance Tracking and Follow-up

**Person Monitoring:**

Anne West, Jennifer Ellis, Sheila Giacomo

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Monitoring will include: -Unexcused absences -Excused absences -Tardies -Attendance initiatives  
-Teacher/parent contact

**Action Step #2**

Attendance Incentive Plan

**Person Monitoring:**

**By When/Frequency:**

Anne West

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

-Daily attendance incentives announced on morning news -Weekly attendance winners announced for student attendance -Monthly prize for student attendance

**Area of Focus #2**

Teacher Retention and Recruitment

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teacher retention has a significant impact on students, influencing various aspects of their academic and personal development. Some areas of impact include: academic achievement, student-teacher relationships, emotional and social development, effective classroom management and environment, mentorship, and continuity of curriculum

Results from the 2023-2024 Panorama Survey show:

79% of teachers responded favorably regarding staff-leadership relationships

76% of teachers responded favorable to "Belonging" to the school

66% of teachers responded favorably to school climate

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Results from the 2023-2024 Panorama Survey show:

79% of teachers responded favorably regarding staff-leadership relationships

76% of teachers responded favorable to "Belonging" to the school

66% of teachers responded favorably to school climate

Although the overall response to the survey was favorable, there is progress to be made. Pine Crest will focus on improvement in all areas. Specific focus will be given to School Climate as it rated lowest. subgroup areas which scored lower in School Climate related specifically to students interest in school and interaction with one another.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will include:

- Lesson plans for incorporation of collaborative structures
- Structures SEL time focused on student interaction
- Schoolwide implementation through the PBIS model

**Person responsible for monitoring outcome**

Ryan Gard-Harrold, Shrona Granger, Erika Kellam

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Collaborative learning is a best practice in the educational setting. Collaborative learning is a teaching strategy that can have a positive impact on student learning and achievement. Collaborative learning has an effect size of 0.39, which could accelerate student achievement. Teachers and support staff will be provided professional development for targeted collaborative structures in classroom instruction. Collaborative structures and student interaction will be a required component of lesson plans and instructional blocks. Coaches and administration will provide coaching and feedback.

**Rationale:**

Survey results from teachers note concern for student discussion and collaborative work. Professional development and implementation of strategies in these areas should have a positive impact on the classroom, school, and culture.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

School Culture

**Person Monitoring:**

Ryan Gard-Harrold

**By When/Frequency:**

August 2024/Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Professional Development will be offered for effective planning and implementation of collaborative structures. Collaborative structures will be a required element of lesson plans and instructional blocks. Coaches and admin will provide support and modeling in the classroom setting. PLCs and planning will place an emphasis on collaborative learning. Coaches and admin will provide actionable feedback on collaborative structures through class walks and teacher conferencing.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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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://www.pinecrest.scps.k12.fl.us/>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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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://www.pinecrest.scps.k12.fl.us/>

### **Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

---

The academic program will be strengthened through highly collaborative PLCs strategically focused on acceleration. Teachers, coaches and administration will collaborate through classroom walks and a continual feedback loop to adjust and tweak instruction for student acceleration and enrichment. Professional development will be provided to foster a better understanding of best practices in ELA, Math, and Science. Data analysis will be conducted on a regular basis to determine areas of need for students and teachers.

### **How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities. Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed

with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success. 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 Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

---

Pine Crest uses a variety of strategies to ensure that students receive counseling, school-based mental health services, specialized support services, mentoring services, and other support to improve skills outside of academic subjects. Counseling services are offered to families to utilize outside and inside the school. Our Social Worker and Guidance Counselor are key resources for students and families for additional support services.

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

Pine Crest implements a schoolwide tiered model to prevent and address problem behavior, along with early intervening services, involves a structured, multi-tiered approach that integrates various strategies and interventions. This model often aligns with frameworks like Positive Behavioral Interventions and Supports (PBIS) and MTSS, and coordinates with services under the Individuals with Disabilities Education Act (IDEA). The program includes a strong Tier 1 core curriculum, targeted intervention as needed, and intensive interventions. Interventions are monitored and adjusted based on data review of the MTSS team

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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A variety of professional learning experiences are utilized to improve instruction and the use of data from academic assessments, as well as to recruit and retain effective teachers, particularly in high-need subjects. These activities focus on enhancing our teachers' skills, knowledge, and effectiveness, while also creating a supportive and attractive work environment. The professional learning model includes ongoing professional development, instructional coaching, and Professional Learning Communities. In addition, staff is trained in data analysis and the appropriate use of assessments to monitor student progress. Teachers are provided common planning time with coaches to ensure high quality lesson planning for students.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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Preschool children are assisted in a variety of ways as they transition to kindergarten. Seminole County offers a VPK model which offers a number of skills for students in preschool. Kindercamp is offered as a summer program for students who are transitioning into the Kindergarten setting. In addition, Pine Crest also offers a pre Kindergarten ESE classroom for students who meet the requirements under federal guidelines.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00