

Seminole County Public Schools

Pine Crest Elementary School



2020-21 Schoolwide Improvement Plan

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Pine Crest Elementary School

405 W 27TH ST, Sanford, FL 32773

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

Demographics

Principal: Alexis Agosto

Start Date for this Principal: 6/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (42%) 2017-18: D (38%) 2016-17: D (40%) 2015-16: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

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

School Board Approval

This plan was approved by the Seminole County School Board on 10/27/2020.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Pine Crest School of Innovation would like all students to be: Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information. Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth. Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility. Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others. Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk-taking, and critical evaluation.

School Leadership Team

Membership

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

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

Name	Title	Job Duties and Responsibilities
		<p>school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.</p>
<p>Richka, Michelle</p>	<p>Instructional Coach</p>	<p>Provide teachers and administrators with onsite, 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.</p>
<p>Argrett, Cherlottla</p>	<p>Other</p>	<p>Leading school Positive Behavior and Multi-Tiered Systems of Support by assisting teachers, students, and parents with relevant educational and personal/social goals and develop and implement effective programs for students while functioning as a member of a school’s multidisciplinary team.</p>
<p>Giacomo, Sheila</p>	<p>Other</p>	<p>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.</p>

Demographic Information

Principal start date

Wednesday 6/1/2016, Alexis Agosto

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

0

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

7

Total number of teacher positions allocated to the school

59

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (42%) 2017-18: D (38%) 2016-17: D (40%) 2015-16: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	70	102	111	87	111	118	0	0	0	0	0	0	0	599
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	1	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	3	4	0	0	2	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	29	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	33	0	0	0	0	0	0	0	45

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 9/1/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	106	100	110	118	122	107	0	0	0	0	0	0	0	663
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	1	0	4	8	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	1	3	13	6	3	7	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	16	47	53	0	0	0	0	0	0	0	116

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	2	6	7	8	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	23	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	106	100	110	118	122	107	0	0	0	0	0	0	0	663
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	1	0	4	8	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	1	3	13	6	3	7	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	16	47	53	0	0	0	0	0	0	0	116

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	2	6	7	8	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	23	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data

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

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

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	25%	67%	-42%	58%	-33%
	2018	24%	65%	-41%	57%	-33%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	26%	65%	-39%	58%	-32%
	2018	31%	63%	-32%	56%	-25%
Same Grade Comparison		-5%				
Cohort Comparison		2%				
05	2019	41%	64%	-23%	56%	-15%
	2018	24%	63%	-39%	55%	-31%
Same Grade Comparison		17%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	27%	71%	-44%	62%	-35%
	2018	20%	69%	-49%	62%	-42%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	31%	72%	-41%	64%	-33%
	2018	40%	69%	-29%	62%	-22%
Same Grade Comparison		-9%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	65%	-34%	60%	-29%
	2018	26%	66%	-40%	61%	-35%
Same Grade Comparison		5%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	25%	62%	-37%	53%	-28%
	2018	25%	64%	-39%	55%	-30%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	40	58	20	38	42	25				
ELL	19	56	64	28	43	46	31				
BLK	26	44	62	22	43	52	27				
HSP	30	56	71	28	37	44	27				
MUL	45			64							
WHT	46	52		50	38	33	36				
FRL	31	50	63	32	42	50	29				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	43	39	23	40	38	23				
ELL	18	42	57	21	35	31	18				
BLK	18	42	58	21	44	50	24				
HSP	33	44	50	32	42	33	21				
MUL	47			41							
WHT	40	37		47	47		48				
FRL	29	41	54	31	42	35	27				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index - All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
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Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Pine Crest Elementary School serves students in grades Pre-K to 5. Pine Crest Elementary School's Federal Percent of Points Index reflects deficiencies in achievement and learning gains for students with disabilities and African-American students..

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

Math learning gains reflects the greatest decline in data from the prior year. Low performance of students with disabilities and African-American students contributed to the decline in this component.

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

Math achievement and science achievement reflect the largest deficit when compared to the state average. Low performance by students with disabilities and African-American students contributed to this gap.

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

ELA learning gains reflects the most improvement. Deliberate monitoring of specific student groups contributed to this improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Early Warning System areas of concern include grade 4 and grade 5 students scoring level 1 on statewide assessment.

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

1. ELA Achievement
2. ELA Learning Gains and Low 25 Learning Gains
3. Math Achievement
4. Math Learning Gains and Low 25 Learning Gains
5. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

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

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

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

Person responsible for monitoring outcome: Alexis Agosto (alexis_agosto@scps.k12.fl.us)

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

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

Action Steps to Implement

Detailed descriptions regarding evidence of effectiveness for the action steps below is available in the SCPS School Improvement Plans.

1. Student owned progress monitoring
2. Low 30% Monitoring
3. High Level 1 and High Level 2 Monitoring
4. Low Level 3 Acceleration
5. Tutoring

Person Responsible Alexis Agosto (alexis_agosto@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.