



## Pinecrest Elementary School

313 S 9TH ST, Immokalee, FL 34142

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
99%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
100%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	D

### School Board Approval

This plan is pending approval by the Collier County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

MISSION: The Pinecrest staff, students, families, and community are responsible for collaboratively providing a safe and positive learning environment where academic excellence is expected.

##### Provide the school's vision statement

VISION: To develop a community of learners who:

- Embrace knowledge and learning as the means to personal growth and fulfillment
- Value themselves and others
- Accept that each of us is personally and collectively responsible for maximizing our potential

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Pinecrest will infuse content and activities including but not limited to:

- Ensure that relationship-building is a clear priority
- Understand the significance of the past and its influence on the present
- Character Education
- Read various types of information effectively while learning to ask appropriate questions to distinguish fact from conjecture
- Research information using a variety of sources and communicate effectively
- Schedule and plan projects or events that celebrate the contributions of African Americans, Haitian Americans, Hispanics, women and veterans
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students
- Use our School wide PBS set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Pinecrest will infuse content and activities to create a safe environment including but not limited to:

- Utilize a differentiated system of school counseling and behavior support that develops learning strategies, social skills, self-management skills to create a positive, caring and supportive school community. School Counseling included whole group, small group and individual based on data that identifies student need
- Teach the specific practices of Positive Behavior Support that applies problem solving practices that support contexts that students will encounter before, during and after school
- All adults across campus will follow the Code of Conduct practices and procedures for reporting bullying, harassment or aggressive behaviors
- Engage in professional development in methods of effectively addressing and correcting behaviors in the classroom and around the school

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Pinecrest uses Positive Behavior Support (PBS) which uses evidence-based strategies to increase positive behavior and respond to problem behavior.

- Positive behavior is reinforced throughout the school with recognition such as individual reinforcing rewards, class rewards, positive communication with the home and school-wide recognitions
- Whole class lessons on critical areas such as bullying are implemented for all students.
- Problem behaviors are reduced by altering class environments, teaching skills and providing interventions
- Differentiated system of school counselling services is utilized to support the needs of all students
- New teachers are provided with professional development in PBS and classroom management
- Discipline and engagement data are reviewed to plan for tiered behavior supports
- Differentiated instruction is utilized to meet the needs of all students to increase engagement during instructional time

Teachers utilize Kagan Collaborative Structures to increase student engagement, promote critical thinking and aid in processing information from instruction.

**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**

Pinecrest ensures that the social-emotional needs of all students are being met by providing supports that include but are not limited to:

- Regular school leadership team meetings and MTSS grade level meetings are used to discuss students with barriers to academic and social success (attendance, behavior, academics)
- Data-based decision making is utilized to plan for tiered support and supplemental services
- Check-in/Check-out, support students with problem behaviors that are in need of supplemental adult interactions and reinforcing recognition
- Student agreements are utilized to address attendance and behavior concerns
- Student counseling groups (Circle of Friends, Adjusting etc) are utilized.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The district Data Warehouse data management and learning resource supports the documentation of early warning indicators;

- Regular school leadership team meetings and MTSS grade level meetings are used to identify students with barriers to academic and social success (attendance, behavior, or academics)
- Tiered intervention is implemented for students demonstrating deficiencies in reading, writing, math or science
- Student agreements are utilized for students with excessive absences or behavior referrals
- MTSS grade level meetings ensure that teachers are aware of rules and procedures for student behavior and discipline

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	5	1	4	2	2	4	2	20
One or more suspensions	1	0	1	8	9	4	10	33
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	57	43	51	25	176

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level				Total
	3	4	5	6	
Students exhibiting two or more indicators	6	8	3	4	21

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Intervention strategies for students that exhibit two or more early warning indicators include but are not limited to:

- Tiered intervention is implemented for students demonstrating deficiencies in reading, writing, math or science
- Student agreements are utilized for students with excessive absences or behavior referrals
- MTSS grade level meetings ensure that teachers are aware of rules and procedures for student behavior and discipline

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191402>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Pinecrest builds and maintains partnerships with the local community to secure and utilize resources to support the school and student achievement in a variety of ways including but not limited to:

- Partnership with local businesses to provide funding for school recognition celebrations for students meeting yearly reading goals
- Partnership with the local food bank for monthly visits for families and the local community

- Partnership with a local volunteer organization that buses senior volunteers to volunteer at our school
- Partnership with a local business to fund a Teach me in my World iPad project for two classrooms

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Jordan, Susan	Principal
Gray, Christine	Assistant Principal
Denis, Teri	Instructional Coach
Fineis, Michele	Guidance Counselor
Herrera, Melinda	Other
Grossi, Carlene	Instructional Coach
Soto, Martha	Instructional Coach
Davis, Jessica	Assistant Principal

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The Principal, Assistant Principals, Intervention Support Specialist, School Counselor and Instructional Coaches provide leadership and guidance to ensure that the SIP, MTSS and Collaborative Planning are implemented with fidelity and work to provide resources and staff development based on the needs of the faculty.

Principal

- Coordinates meetings throughout the school year for all stakeholders to review and revise the SIP
- Ensures that instruction and intervention is directly related to the School Improvement Plan goals and strategies
- Participates in collaborative planning with instructional coaches and grade level teams
- Reviews student assessment data to monitor progress of students and effectiveness of instruction
- Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders
- Conducts classroom walkthroughs, informal observations and formal observation to monitor instructional effectiveness
- Meets with Assistant Principals to monitor tiered instruction and review observation results and reports
- Ensures that support is in place to improve and strengthen core instruction by utilizing instructional coaches to facilitate collaborative planning and implement coaching cycles for teachers identified through classroom observations and data analysis

Assistant Principals of Curriculum

- Participates in meetings throughout the school year for all stakeholders to review and revise the SIP
- Participates in collaborative planning with instructional coaches and grade level teams
- Reviews student assessment data to monitor progress of students and effectiveness of instruction
- Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders

- Conducts classroom walkthroughs, informal observations and formal observation to monitor instructional effectiveness
  - Coordinates the schedules of Title I funded staff to meet the needs of students
  - Coordinates the services provided for students receiving supplemental Title 1 services
  - Coordinates professional development for non-instructional staff
  - Coordinates district and state assessments to ensure the integrity of student assessment
- Intervention Support Specialist
- Facilitates school procedures, trainings and activities regarding student intervention
  - Meets with all grade level teams monthly to ensure that progress monitoring plans are up-to-date and entered appropriately in data warehouse and records meetings in Data Warehouse
  - Schedules problem solving meetings for students struggling to meet core level instructional targets,
  - Coordinates and facilitates parent conferences with teachers to review intervention progress and discuss academic concerns for students receiving intensive intervention
  - Monitors the progress of students receiving intensive intervention and facilitates diagnostic assessments to further inform the intervention process including possible ESE services
- School Counselor
- Provides a differentiated system of school counseling to meet the needs of students
  - Coordinates the Positive Behavior Support (PBS) to support and recognize positive behaviors and reduce problem behaviors
  - Participates in MTSS meetings as needed to support behavioral or social-emotional needs
- Reading, Math, Science Coaches
- Facilitates collaborative planning with grade level teams
  - Observes instructional practices in all classrooms to identify teachers in need of support
  - Meets with administration to schedule appropriate coaching activities for teachers in need of support
  - Attends MTSS meetings and provides guidance in developing problem statements, identifying instructional targets and intervention materials and implementing interventions
  - Monitors the effectiveness of tiered intervention and provides guidance on instructional adjustments
  - Provides administration with monthly data reports on use of Reading, Math and Science software to ensure fidelity of use.

***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***

Pinecrest Elementary School uses the CCPS Data Warehouse which is a data repository of student, school, district and state assessment data, intervention data displayed graphically, online tests, and school improvement resources. Leadership and school teams use Data Warehouse to analyze and interpret data, plan for instruction and monitor progress. Our school-wide goal is to strengthen core instruction and improve student response to core instruction. Administration, Instructional Coaches and CCPS district office personnel will ensure that support is in place to plan effective instruction and provide differentiation sufficient to meet all learner needs. Student formative assessments will be analyzed in grade level meetings to determine which students need to participate in additional instruction or reteach of the benchmark. Students who have not mastered benchmarks will be discussed during the MTSS meetings to determine if tiered intervention is needed. If a tiered intervention is indicated, a Progress Monitoring Plan (PMP) is generated with support from the InSS and the Instructional Coaches. Tiered intervention data will be monitored monthly during the MTSS grade level meetings and through MTSS Leadership meetings.

Program Coordination:

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching

district plans. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as , Tutors and Resource Teachers. Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and services at no cost to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Curriculum and Instruction coordinators collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school

Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff

development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT Requirements.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Susan Jordan	Principal
Kassandra Gallegos	Teacher
Zenaida Pena	Parent
Jennifer Martinez	Parent
Nelida Rodriguez	Parent
Eugenia Romero	Parent
Michelle Anzualda	Parent
Maria Shackleton	Parent
Felicia Taylor	Teacher
Ilesha Martinez	Education Support Employee
Eulalia Andres	Parent
Asucena Espinoza	Parent
Marlene Garza	Parent

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

SAC met on September 10, 2013 and on October 8, 2014 to review the School Improvement Plan for 2013-2014. A discussion was held and the plan was approved by members.

*Development of this school improvement plan*

SAC will meet on September 9, 2014 to review the draft of expected improvement, coordination and integration, professional development, and budget sections. The members will discuss the recommendations created and share changes and updates they would like to include in the plan. The SAC will vote to approve the final copy on October 14, 2014 which will include the September 9, 2014 recommendations after discussion.

*Preparation of the school's annual budget and plan*

School Advisory Council also gives assistance to the school principal in developing and planning through input on:

- upcoming year's budget
- use of Title I funds
- Parent Involvement Plan-Parent/Teacher Compact-Alignment of resources to need as indicated by school data
- Parent needs assessment

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The purpose of the school improvement funded iPads is to increase the ability of students and teachers to interact with up-to-date technology during the course of every day instruction. Teachers will interact with, and monitor, students throughout the day using the mimio, video projector, i-Pad, Edmodo and additional tech tools. The materials will provide immediate feedback on student understanding of lesson concepts in an engaging and time-saving manner. Student understanding could be monitored through pre-test, post-test, as well as throughout the lesson at key points.

Company and purchased items  
 CDW Government Inc  
 \$550.00 20 Airwatch MDM Maint. Fee  
 \$440.00 20 Airwatch MDM Perpetual  
 \$7,580.00 Apple Inc. 2 packs (10each) Ipad minis  
 \$915.00 Barnes and Noble CPO Nook HD (16G)  
 \$9,485.55 Total

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Jordan, Susan	Principal
Blasucci, Kris	Teacher, K-12
Gallegos, Kassandra	Teacher, K-12
Gold, Allison	Teacher, K-12
Gray, Christine	Assistant Principal
Kent, Nichole	Teacher, K-12
Luciano, Jacquie	Teacher, K-12
Opper, Dylan	Teacher, K-12
Soto, Martha	Instructional Coach
Stevens, Irene	Teacher, K-12
Varisco, Joyce	Teacher, K-12
Williamson, Matt	Teacher, K-12
Herrera, Melinda	Other
Buck, Libby	Teacher, K-12
Davis, Jessica	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The Pinecrest LLT consists of school leaders in literacy who work as a team to support the implementation of the District's K-12 Research Based Comprehensive Reading Plan.. The LLT includes a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and administration. The team uses data to establish the literacy goals. Once the goals have been established, the team creates a plan of action and meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Since the Reading Proficiency of our students as Pinecrest is low, our primary focus is in improving the response of students to Tier 1 instruction as we continue to support students receiving Tier 2 and Tier 2 interventions in Reading. The LLT will support collaborative planning teams and analyze data to determine professional development needs in reading instruction. The major initiatives of the LLT are:

- Continued in-service in implementation of the Florida Standards for ELA with emphasis on close reading, text dependent questions, rigor of instruction and integrating content into reading instruction.
- 100 Book Challenge and Reading Counts for Independent Reading Goal Setting
- Quarterly family literacy nights - non-fiction, fiction, writing and reading

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Pinecrest aligns the master schedule to provide common time for teacher collaborative planning. Our collaborative planning process ensures discussions of the critical content, the assignments and activities and the content standards lead to instruction that is effectively scaffolded, cognitively complex, and differentiated to allow for students to think critically, problem solve and engage in complex tasks. Content area coordinators and District TSAs provide ongoing support to build coach and teacher capacity for effective planning and instruction. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Recruit: Develop and draw on a sense of mission for serving our needy population. It is vitally important to recruit teachers with a sense of mission. Without that trait, retention becomes extremely difficult. Work with the Human Resources Department to identify applicants with the experience and philosophy compatible to our mission.

Retain: Demonstrate ongoing support for teachers' needs, ie.: supplies, materials, resources, encouragement. New teachers are assigned a mentor who provides daily support, ie. provide information, access resources, explain procedures, create lesson plans, understand and successfully use technology, provide a listening ear and occasional words of wisdom. CCPS policy is to hire only highly qualified teachers. Consequently, all teachers are certified and HQ in their area of assignment. Some teachers are working toward ELL an/or gifted endorsement.

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

New teachers to Pinecrest are paired with respective grade level mentors. If that is not available, new teachers are paired with a grade level with similar needs.

Mentoring activities include:

- Bi-monthly professional development with the Administrative team
- Collaborative planning for content areas
- Instructional coaching cycle for reading, math and science
- Meet with specific school personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction
- Observations with actionable focused feedback and followup
- Support with the process of standards based progress reporting and formative assessments

## Ambitious Instruction and Learning

## Instructional Programs and Strategies

### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Pinecrest creates ongoing opportunities for teachers to unpack the Florida Standards, identify critical content and to collaboratively create lesson plans that are aligned to the standards. Curriculum maps and pacing guides are created by district curriculum coordinators. Teachers collaboratively engage in the process of effective planning – carefully unpacking the standards, analyzing student data, evaluating resources and thoughtfully, intentionally select challenging student tasks with embedded rigorous questions and differentiation so that students successfully interact with the content and engage in cognitively complex tasks that result in improved student achievement. Lesson Plans include the learning goal and academic scale, DOK level or rigorous, cognitively complex student work, higher order questioning, collaborative structures and differentiation.

### Instructional Strategies

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Pinecrest uses the MTSS process, computer based tutorials, small group instruction and intensive reading to contribute to literacy proficiency.

Every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted ELA block (120 minutes for Grades KG-2 and 135 for Grades 3-5) with an additional 60 minute reading block
- Providing tiered intervention based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during collaborative planning and MTSS grade level meetings
- Conducting student led conferences and student data chats
- Facilitating independent reading with goal setting and student self-selected texts
- Facilitating ESE/ELL services for students

#### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 21,600**

Miracle Plus 1 Grant After School Program incorporates a broad range of instructional strategies to synergistically provide direct instruction and disguised learning opportunities that include a generous amount of hands-on activities. Curriculum and instruction is closely aligned to the day school and based on the Florida Standards. Decisions including those of staffing, student grouping and learning activities are increasingly more data driven. Students attend the program 12 hours a week for 32 weeks and participate in an array of structured programs designed to increase skills in reading, math and science. Additionally, students are engaged in personal enrichment including leadership development, the arts and sports.

**Strategy Rationale**

Increasing the amount of quality learning time for students will provide for additional exposure to critical content and accelerate student learning.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Jordan, Susan, jordansu@collierschools.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Miracle Plus 1 Grant measures effectiveness through eight main goals. The goals are: 1) Improve academic achievement in English Language Arts, 2) Reading, 3) Math 4)Science, 5) Performing and Creative Arts, 6) Community Service and Economics,7) Community Resources, 8) Demonstrate understanding of the 7 Habits of Highly Effective People adapted for students.

**Strategy:** After School Program

**Minutes added to school year:** 2,400

Pinecrest will participate in The 10,000 Island Dolphin Project is a long term study of the abundance, distribution and association patterns of coastal bottlenose dolphins in Southwest Florida. Students will stay after school to take part in the 20 lessons which feature videos of the the abundance, movement and behavior of the local dolphin population. As part of the program students will have live Skype sessions with the Dolphin Explorer boat.

***Strategy Rationale***

Increasing the amount of quality learning time for students will provide for additional exposure to critical content and accelerate student learning.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Gray, Christine, graych@collierschools.com

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Assistant Principal and program contact Christine Gray will collect and analyze student participation and feedback data to identify the student gains in skills involving short and long term complex tasks that require hypothesis generation and testing and involve questioning, engagement, and problem solving.

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Thirty additional minutes are added to every student school day to increase time for instruction in literacy as a requirement for schools in the Low300. Additionally, 30 minutes are added to the ELA block for a total of 60 additional minutes. Core instruction is increased by 15 minutes, guided reading is increased by 15 minutes and a 30 minute intervention period has been added as reflected in the master instructional schedule.

### **Strategy Rationale**

Collier County Public Schools has an additional thirty minutes of reading instruction built into each elementary school's schedule above the state average. In addition, the Low 300 schools extended day of thirty minutes daily will meet the Florida House Bill 5101. We believe increasing the amount of quality learning time for students will provide for additional exposure to critical content and accelerate student learning.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Jordan, Susan, jordansu@collierschools.com

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Formative assessment data is collected monthly for all students, bi-weekly for students receiving supplemental instruction and weekly for students receiving intensive intervention in reading. Baseline and benchmark data is collected quarterly. Ongoing Progress Monitoring/MTSS meetings are held bi-weekly with each grade level team to discuss how students are progressing with instruction. The following meeting format is used:

GOAL: EVERY CHILD WILL GAIN IN READING PROFICIENCY

#### 1. Tier 1 "Core" Instruction

- a. What is working? How does the data confirm this?
- b. What challenges are we facing? How does the data confirm this?
- c. What strategies and re-teaching have been applied?

#### 2. Tier 2 "Supplemental" Instruction

- a. What is working? How does the data confirm this?
- b. What challenges are we facing? How does the data confirm this?
  - i. Were the strategies and interventions correctly applied? (Intervention matches deficit)
  - ii. Were the strategies and interventions faithfully applied? (# attended/# sessions)
  - iii. Were the strategies and interventions effective in closing the achievement gap?

1. Positive rate of progress? Maintain support? Fade support?

2. Poor rate of progress? Change intervention? Intensify intervention?

#### 3. Tier 3 "Intensive" Instruction

- a. What is working? How does the data confirm this?
- b. What challenges are we facing? How does the data confirm this?
  - i. Were the strategies and interventions correctly applied? (Intervention matches deficit)
  - ii. Were the strategies and interventions faithfully applied? (# attended/# sessions)
  - iii. Were the strategies and interventions effective in closing the achievement gap?

1. Positive rate of progress? Maintain support? Fade support?

2. Poor rate of progress? Change intervention? Intensify intervention?

Student work is displayed with focused feedback related to the skill taught.

**Strategy:** Weekend Program

**Minutes added to school year:** 1,080

The Media Center is opened one Saturday every month for Pinecrest students and their parents. Participants rotate through four centers. The silent reading center is a time when students read books from the Reading Counts program and then take a test. The Million Word Readers are also tracked during the silent reading time. Read aloud and activity centers are theme related. Last, the computer center is to enhance their FasttMath, MobyMax, iReady and Reading Counts.

**Strategy Rationale**

Increasing the amount of quality learning time for students will provide for additional exposure to critical content and accelerate student learning.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gray, Christine, graych@collierschools.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Ms. Church keeps track of the Million Word Readers and Reading Counts scores. The Million Word Readers are taken to Barnes and Nobles at the end of the school year, if they achieve their goal.

**Strategy:** Extended School Day

**Minutes added to school year:** 24,000

Guadalupe is an after-school program targeting the Kindergarten through 2nd grade students. This program runs the entire school year. The goal of the program is to enrich and expand on curriculum learned throughout the school day. This will ensure students maintain grade level expectations.

**Strategy Rationale**

Increasing the amount of quality learning time for students will provide for additional exposure to critical content and accelerate student learning.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Jordan, Susan, jordansu@collierschools.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The reading and math coach analyze the testing data of all the students in the Guadalupe Program, checking for growth made by students and identifying areas that may need additional attention in the classrooms.

**Strategy:** Extended School Day

**Minutes added to school year:** 15,360

The Immokalee Readers is an after-school program targeting second and third grade students. This program runs the entire school year. The goal of the program is to provide intensive literacy experiences (reading and writing). This will ensure students maintain grade level expectations.

**Strategy Rationale**

Increasing the amount of quality learning time for students will provide for additional exposure to critical content and accelerate student learning.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Soto, Martha, sotoma@collierschools.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The reading coach will analyze the testing data of all the students in the Immokalee Reader Program, checking for growth made by students and identifying areas that may need additional attention in the classrooms.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school. At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school. Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

In addition to Kindergarten readiness our school provides transition activities for 5th grader moving to middle school. Students have school tours, parent nights and visitors to the 5th grade classes.

## College and Career Readiness

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

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we build the capacity of all teachers to deliver ambitious and meaningful instruction aligned to standards, analyze data to drive instruction that meets the needs of all students, and engage students in collaborative structures rich with student discourse; then we will enhance instruction and improve student achievement.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If we build the capacity of all teachers to deliver ambitious and meaningful instruction aligned to standards, analyze data to drive instruction that meets the needs of all students, and engage students in collaborative structures rich with student discourse; then we will enhance instruction and improve student achievement. **1a**

 G043874

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	72.0
FSA - Mathematics - Proficiency Rate	45.0
Math Gains	64.0
Math Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	35.0

**Resources Available to Support the Goal** **2**

- Personnel Resources Administrators, instructional coaches, reading resource teachers, district content area coordinators Schedule Resources Master Schedule structured to allow collaborative planning with instructional coaches in grade level teams Material Resources Reading intervention programs such as LLI and iReady (online adaptive reading program)

**Targeted Barriers to Achieving the Goal** **3**

- There are inconsistencies among instructional staff regarding the understanding of and deliberate planning for instructional strategies and ongoing progress monitoring that support rigorous differentiated instruction for all students.

## Plan to Monitor Progress Toward G1. 8

Lesson plans, teacher observation reports, teacher deliberate practice plans, student assessments, use of data chats will be collected and reviewed throughout the year by administration to determine progress towards our goal.

The Role of Administration in Instructional Support and Collaborative Planning

Each member of the PCR Administrative team will support three select grade levels and areas with the goal of providing ongoing, consistent focused support.

Activities include, but are not limited to, the following:

- Conduct all first semester walkthroughs and one informal observation on the select grade levels and area to provide actionable feedback and monitor for teacher adjustments and improvements.
- Support Collaborative Planning for ELA, Math and Science to create lesson plans that identify critical content and engage in cognitively complex tasks
- Monitor lesson plans and collaborative discussions to ensure essential elements are included in instruction and to elevate rigor at each grade level
- Provide guidance and feedback on questions that occur
- Monitor the roles (thinking hats) of teachers to increase engagement and participation in the planning process
- Ensure that the SIP goal, strategies and action steps are implemented with fidelity
- Monitor and analyze assessment data (ie: iReady, FAIR, formative assessments, baseline, etc.)
- Monitor teacher growth and improvement through CTEM walkthrough and informal observations.
- Disseminate new information
- Facilitate adjustments to the Collaborative Planning format based in faculty input
- Identify professional development topics based on observations in Collaborative Planning sessions and during class observations
- Support teachers in developing their DPP and monitor for goals that encourage the implementation tasks and discourse of an increased level of rigor
- Facilitate ongoing progress monitoring of formative assessments to differentiate and modify instruction therefore improving student achievement

### **Person Responsible**

Susan Jordan

### **Schedule**

Quarterly, from 9/30/2014 to 6/3/2015

### **Evidence of Completion**

Each of the three administrators will monitor progress toward our goal with select grade levels and areas. Administration will review data weekly and discuss the effectiveness of instruction.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we build the capacity of all teachers to deliver ambitious and meaningful instruction aligned to standards, analyze data to drive instruction that meets the needs of all students, and engage students in collaborative structures rich with student discourse; then we will enhance instruction and improve student achievement. **1**

 G043874

**G1.B1** There are inconsistencies among instructional staff regarding the understanding of and deliberate planning for instructional strategies and ongoing progress monitoring that support rigorous differentiated instruction for all students. **2**

 B107618

**G1.B1.S1** Build capacity to collaboratively create lesson plans that identify critical content and provide for questioning, teacher/student discourse and explicit writing opportunities that will consistently demonstrate a level of rigor that is aligned with the demands of the Florida Standards. **4**

 S119087

### Strategy Rationale

When students fully participate in highly effective lessons with opportunities to elaborate on content, represent knowledge through the writing process and engage in cognitively complex tasks student work will be elevated and achievement will increase.

### Action Step 1 **5**

Administration and instructional coaches will facilitate content area collaborative planning with grade level teacher teams to support teachers' instructional planning.

#### Person Responsible

Jessica Davis

#### Schedule

Weekly, from 7/30/2014 to 5/27/2015

#### Evidence of Completion

Lesson plans, collaborative planning observations, classroom observation reports

## Action Step 2 5

Administration and CTEM Teacher Leaders will plan and conduct professional learning on Marzano's essential strategies for increasing rigor.

### **Person Responsible**

Jessica Davis

### **Schedule**

Quarterly, from 9/25/2014 to 5/27/2015

### **Evidence of Completion**

PD Attendance, Faculty reflections, Growth Plans

## Action Step 3 5

Administration, instructional coaches and Florida Standards teacher trainers will conduct ongoing professional development in the Florida Standards, the Next Generation Sunshine State Standards for Science, CCPS Standards Based Progress Reports, rubrics/scales and FSA item specifications for classroom development and application.

### **Person Responsible**

Jessica Davis

### **Schedule**

Monthly, from 8/11/2014 to 5/27/2015

### **Evidence of Completion**

PD Attendance, changes in instructional planning and practice as evidenced by CTEM observations, lesson plans, benchmark assessments

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration and instructional coaches will review lesson plans and observe instruction to monitor effective instruction and student work.

### **Person Responsible**

Jessica Davis

### **Schedule**

Weekly, from 9/3/2014 to 5/29/2015

### **Evidence of Completion**

Lesson Plans, Instructional Leadership Agendas and Minutes, classroom observation reports

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Administration will monitor for effectiveness of instructional planning by observing instruction and providing actionable focused feedback for teachers.

**Person Responsible**

Jessica Davis

**Schedule**

Monthly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

CTEM Observation Reports, Deliberate Practice Plans, CLEM District Feedback

**G1.B1.S2** Teachers will utilize structured group activities to help students process, foster interactive learning and deepen student's thinking about content. 4

 S119089

**Strategy Rationale**

When students are fully engaged in highly effective lessons with interactive learning students will effectively process critical content and achievement will increase.

**Action Step 1 5**

Conduct ongoing differentiated professional development in the use of cooperative learning structures so that structures are routinely used to support students processing.

**Person Responsible**

Christine Gray

**Schedule**

Monthly, from 9/22/2014 to 5/21/2015

**Evidence of Completion**

Lesson Plans, Collaborative Planning meetings, classroom observations

**Action Step 2** 5

Utilize the system of observation, feedback and reflection to increase teacher's capacity to provide experiences that require increased student engagement through discussion, collaboration and written responses.

**Person Responsible**

Christine Gray

**Schedule**

Monthly, from 9/1/2014 to 4/30/2015

**Evidence of Completion**

CTEM Observation reports, Teacher reflections via Growth Plans, Student Work

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administration and Kagan teacher leaders will provide support for teachers in using collaborative structures for increasing student processing by modeling, providing observation opportunities, providing feedback and conducting classroom observations.

**Person Responsible**

Christine Gray

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

CTEM observation reports showing the use of structured group activities, group processing and response rates, instructional coach feedback, deliberate practice plans.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Administration will monitor for effectiveness of structured group activities by observing instruction and providing actionable focused feedback for teachers.

**Person Responsible**

Christine Gray

**Schedule**

Monthly, from 9/1/2014 to 5/27/2015

**Evidence of Completion**

CTEM Observation Reports, Deliberate Practice Plans, District feedback

**G1.B1.S3** Teachers will analyze and interpret ongoing assessment data to plan for instruction that is differentiated through content, process, product, and/or learning environment. 4

 S119090

### Strategy Rationale

When teachers use ongoing assessment data to deliberately scaffold learning students can effectively engage in complex tasks and achievement will increase.

### Action Step 1 5

Provide assistance through ongoing progress monitoring meetings to assist teachers, resource teachers and tutor support staff in monitoring student performance and providing interventions using MTSS

#### Person Responsible

Susan Jordan

#### Schedule

Monthly, from 9/3/2014 to 4/29/2015

#### Evidence of Completion

MTSS/OPM Tracking Data Sheets, Meeting Participating Logs and Minutes, Intervention Plans, tutor support

### Action Step 2 5

Provide PD to assist staff in building awareness about cultural diversity and the unique needs of students (living in poverty, academic exposure, second language, behavioral/social/emotional challenges).

#### Person Responsible

Susan Jordan

#### Schedule

Annually, from 10/20/2014 to 4/30/2015

#### Evidence of Completion

PD Participation Logs, MIP Points, Reflections

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Administration, InSS and instructional coaches will conduct Ongoing Progress Monitoring/MTSS meetings with all grade level teams and all instructional stakeholders to monitor student progress with core instruction and tiered interventions.

**Person Responsible**

Susan Jordan

**Schedule**

Monthly, from 9/1/2014 to 6/3/2015

**Evidence of Completion**

Administration and instructional leadership will monitor school wide OPM/MTSS meeting notes, teacher action plans for Eagle intervention, student PMPs with data points showing rate of progress, resource and ESE teacher caseloads, and parent conferences to discuss PMPs.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Administration will monitor for effectiveness of ongoing progress monitoring with grade level teams and individual teachers.

**Person Responsible**

Susan Jordan

**Schedule**

Biweekly, from 9/1/2014 to 6/3/2015

**Evidence of Completion**

OPM/MTSS meeting notes, student data trackers, instructional leadership meeting notes, individual teacher data chat notes.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Provide assistance through ongoing progress monitoring meetings to assist teachers, resource teachers and tutor support staff in monitoring student performance and providing interventions using MTSS	Jordan, Susan	9/3/2014	MTSS/OPM Tracking Data Sheets, Meeting Participating Logs and Minutes, Intervention Plans, tutor support	4/29/2015 monthly

**Collier - 0161 - Pinecrest Elementary School - 2014-15 SIP**  
*Pinecrest Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Administration and instructional coaches will facilitate content area collaborative planning with grade level teacher teams to support teachers' instructional planning.	Davis, Jessica	7/30/2014	Lesson plans, collaborative planning observations, classroom observation reports	5/27/2015 weekly
G1.B1.S2.A1	Conduct ongoing differentiated professional development in the use of cooperative learning structures so that structures are routinely used to support students processing.	Gray, Christine	9/22/2014	Lesson Plans, Collaborative Planning meetings, classroom observations	5/21/2015 monthly
G1.B1.S3.A2	Provide PD to assist staff in building awareness about cultural diversity and the unique needs of students (living in poverty, academic exposure, second language, behavioral/social/emotional challenges).	Jordan, Susan	10/20/2014	PD Participation Logs, MIP Points, Reflections	4/30/2015 annually
G1.B1.S1.A2	Administration and CTEM Teacher Leaders will plan and conduct professional learning on Marzano's essential strategies for increasing rigor.	Davis, Jessica	9/25/2014	PD Attendance, Faculty reflections, Growth Plans	5/27/2015 quarterly
G1.B1.S2.A2	Utilize the system of observation, feedback and reflection to increase teacher's capacity to provide experiences that require increased student engagement through discussion, collaboration and written responses.	Gray, Christine	9/1/2014	CTEM Observation reports, Teacher reflections via Growth Plans, Student Work	4/30/2015 monthly
G1.B1.S1.A3	Administration, instructional coaches and Florida Standards teacher trainers will conduct ongoing professional development in the Florida Standards, the Next Generation Sunshine State Standards for Science, CCPS Standards Based Progress Reports, rubrics/scales and FSA item specifications for classroom development and application.	Davis, Jessica	8/11/2014	PD Attendance, changes in instructional planning and practice as evidenced by CTEM observations, lesson plans, benchmark assessments	5/27/2015 monthly
G1.MA1	Lesson plans, teacher observation reports, teacher deliberate practice plans, student assessments, use of data chats will be collected and reviewed throughout the year by administration to determine progress towards our goal. The Role of Administration in Instructional Support and Collaborative Planning Each member of the PCR Administrative team will support three select grade levels and areas with the goal of providing ongoing, consistent focused support. Activities include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• Conduct all first semester walkthroughs and one informal observation on the select grade levels and area to provide actionable feedback and monitor for teacher adjustments and improvements.</li> <li>• Support Collaborative Planning for ELA, Math and Science to create lesson plans that identify critical content and engage in cognitively complex tasks</li> <li>• Monitor lesson plans and collaborative discussions to ensure essential elements are included in instruction and to elevate rigor at each grade level</li> <li>• Provide guidance and feedback on</li> </ul>	Jordan, Susan	9/30/2014	Each of the three administrators will monitor progress toward our goal with select grade levels and areas. Administration will review data weekly and discuss the effectiveness of instruction.	6/3/2015 quarterly

**Collier - 0161 - Pinecrest Elementary School - 2014-15 SIP**  
*Pinecrest Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	questions that occur • Monitor the roles (thinking hats) of teachers to increase engagement and participation in the planning process • Ensure that the SIP goal, strategies and action steps are implemented with fidelity • Monitor and analyze assessment data (ie: iReady, FAIR, formative assessments, baseline, etc.) • Monitor teacher growth and improvement through CTEM walkthrough and informal observations. • Disseminate new information • Facilitate adjustments to the Collaborative Planning format based in faculty input • Identify professional development topics based on observations in Collaborative Planning sessions and during class observations • Support teachers in developing their DPP and monitor for goals that encourage the implementation tasks and discourse of an increased level of rigor • Facilitate ongoing progress monitoring of formative assessments to differentiate and modify instruction therefore improving student achievement				
G1.B1.S1.MA1	Administration will monitor for effectiveness of instructional planning by observing instruction and providing actionable focused feedback for teachers.	Davis, Jessica	8/25/2014	CTEM Observation Reports, Deliberate Practice Plans, CLEM District Feedback	6/3/2015 monthly
G1.B1.S1.MA1	Administration and instructional coaches will review lesson plans and observe instruction to monitor effective instruction and student work.	Davis, Jessica	9/3/2014	Lesson Plans, Instructional Leadership Agendas and Minutes, classroom observation reports	5/29/2015 weekly
G1.B1.S2.MA1	Administration will monitor for effectiveness of structured group activities by observing instruction and providing actionable focused feedback for teachers.	Gray, Christine	9/1/2014	CTEM Observation Reports, Deliberate Practice Plans, District feedback	5/27/2015 monthly
G1.B1.S2.MA1	Administration and Kagan teacher leaders will provide support for teachers in using collaborative structures for increasing student processing by modeling, providing observation opportunities, providing feedback and conducting classroom observations.	Gray, Christine	8/18/2014	CTEM observation reports showing the use of structured group activities, group processing and response rates, instructional coach feedback, deliberate practice plans.	6/3/2015 monthly
G1.B1.S3.MA1	Administration will monitor for effectiveness of ongoing progress monitoring with grade level teams and individual teachers.	Jordan, Susan	9/1/2014	OPM/MTSS meeting notes, student data trackers, instructional leadership meeting notes, individual teacher data chat notes.	6/3/2015 biweekly
G1.B1.S3.MA1	Administration, InSS and instructional coaches will conduct Ongoing Progress Monitoring/MTSS meetings with all grade level teams and all instructional stakeholders to monitor student progress with core instruction and tiered interventions.	Jordan, Susan	9/1/2014	Administration and instructional leadership will monitor school wide OPM/MTSS meeting notes, teacher action plans for Eagle intervention, student PMPs with data points showing rate of progress, resource and ESE teacher caseloads, and parent conferences to discuss PMPs.	6/3/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we build the capacity of all teachers to deliver ambitious and meaningful instruction aligned to standards, analyze data to drive instruction that meets the needs of all students, and engage students in collaborative structures rich with student discourse; then we will enhance instruction and improve student achievement.

**G1.B1** There are inconsistencies among instructional staff regarding the understanding of and deliberate planning for instructional strategies and ongoing progress monitoring that support rigorous differentiated instruction for all students.

**G1.B1.S1** Build capacity to collaboratively create lesson plans that identify critical content and provide for questioning, teacher/student discourse and explicit writing opportunities that will consistently demonstrate a level of rigor that is aligned with the demands of the Florida Standards.

### PD Opportunity 1

Administration, instructional coaches and Florida Standards teacher trainers will conduct ongoing professional development in the Florida Standards, the Next Generation Sunshine State Standards for Science, CCPS Standards Based Progress Reports, rubrics/scales and FSA item specifications for classroom development and application.

#### Facilitator

Administration, Instructional Leadership Team, FAFS and MAFS Teacher Trainers, District Coordinators and Specialists

#### Participants

Faculty

#### Schedule

Monthly, from 8/11/2014 to 5/27/2015

**G1.B1.S2** Teachers will utilize structured group activities to help students process, foster interactive learning and deepen student's thinking about content.

**PD Opportunity 1**

Conduct ongoing differentiated professional development in the use of cooperative learning structures so that structures are routinely used to support students processing.

**Facilitator**

Administration, CTEM Teacher Leaders

**Participants**

All Faculty

**Schedule**

Monthly, from 9/22/2014 to 5/21/2015

**G1.B1.S3** Teachers will analyze and interpret ongoing assessment data to plan for instruction that is differentiated through content, process, product, and/or learning environment.

**PD Opportunity 1**

Provide PD to assist staff in building awareness about cultural diversity and the unique needs of students (living in poverty, academic exposure, second language, behavioral/social/emotional challenges).

**Facilitator**

Instructional Leadership Team

**Participants**

Faculty and Staff

**Schedule**

Annually, from 10/20/2014 to 4/30/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If we build the capacity of all teachers to deliver ambitious and meaningful instruction aligned to standards, analyze data to drive instruction that meets the needs of all students, and engage students in collaborative structures rich with student discourse; then we will enhance instruction and improve student achievement.	696,078
<b>Grand Total</b>	<b>696,078</b>

**Goal 1: If we build the capacity of all teachers to deliver ambitious and meaningful instruction aligned to standards, analyze data to drive instruction that meets the needs of all students, and engage students in collaborative structures rich with student discourse; then we will enhance instruction and improve student achievement.**

Description	Source	Total
<b>B1.S1.A1</b> - Administration and instructional coaches will facilitate content area collaborative planning with grade level teacher teams to support teachers' instructional planning.	Title I Part A	241,659
<b>B1.S2.A1</b> - Kagan Day 5 Training planned for January, 2015	Other	4,500
<b>B1.S3.A1</b> - Reading & Math Resource Teachers will provide supplemental proficiency skills support. Tutors will provide support for students identified as migrant.	Title I Part C (Migrant)	282,080
<b>B1.S3.A1</b> - Reading & Math Resource Teachers will provide tiered intervention to students in need. Tutors will provide targeted reading support for students who are below grade level.	Title I Part A	167,839
<b>Total Goal 1</b>		<b>696,078</b>