

Miami-Dade County Public Schools

# Pinecrest Elementary School



2016-17 Schoolwide Improvement Plan

# Pinecrest Elementary School

10250 SW 57TH AVE, Miami, FL 33156

<http://pinecrestelementary.dadeschools.net/>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	19%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

## School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan is pending approval by the Dade 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Pinecrest Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Pinecrest Elementary School is dedicated to nurturing each student's growth and pursuit of excellence in our dynamic, multicultural and technological world. The Pinecrest family believes in the unlimited ability of all students to become responsible and contributing citizens.

Together we will provide a secure and positive environment to stimulate intellectual development, enhance personal qualities and foster respect for individual differences. As part of our mission to develop the whole child, we are equally dedicated to encouraging creative endeavors, guiding students towards personal and emotional fulfillment, and providing health awareness for lifetime fitness. To this end, Pinecrest Elementary School seeks and welcomes the participation of all our community who share in this commitment. In addition, the following core values are shared as a school system:

##### CORE VALUES

Honesty, Integrity, and Respect

We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

Fairness and Kindness

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

Citizenship, Cooperation, and Responsibility

Ours is a culturally diverse school community which is a reflection of the community we live in. At Pinecrest Elementary we honor and foster these cultural differences which enrich and make our students' lives unique. We work collaboratively to ensure educational success for all our students as well as promoting democratic principles.

Excellence

We pursue the highest standards in all we do.

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

Pinecrest Elementary is dedicated to developing life-long learners who can cooperatively and successfully compete in a highly competitive technological world.

#### 2. School Environment

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

Respect for individuality and differences is promoted at Pinecrest Elementary School. Teachers and students build a positive relationship based on trust and respect of all backgrounds and cultures. Through one of the core programs of our school, Global Tech studies, students learn of all countries and cultures around the world. Students use technology to bridge gaps with other countries through programs such as Skype. The Global Tech program encourages students to exercise leadership and interact as global citizens in their learning. Through a partnership with International Education and

Resource Network (iEARN), students collaborate and enrich the instructional program. Further, flags representing the country of origin of all students attending Pinecrest Elementary are displayed in the corridor leading to the 800 building to recognize and celebrate our diversity. Also, students who are new to the English language are selected for after school tutoring through the Bridge to English program. The Bridge to English program is a volunteer program where bilingual students of the high school are paired with elementary students who only speak their native language. The administration and teachers of Pinecrest Elementary are committed to supporting the individual needs of all students.

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

The Anti-Defamation League has designated Pinecrest Elementary a "No Place for Hate School" providing quality programs using mediators, conflict resolution training and activities that foster kindness. In order to celebrate valuable character traits in our students, each homeroom teacher selects a "Parrot Club" winner who demonstrates a monthly character quality. These include: honesty, loyalty, respect, integrity and responsibility. Students are showcased on morning announcements, classrooms, on one of the school's display boards, and the parent digital newsletter, Parrot Talk.

Our school safety committee is made up of administrators, parents, teachers and students who collaborate to ensure the safety of all students before, during and after school. Parents volunteer at arrival and dismissal in the car pool lanes. School safety patrols monitor the hallways before and after school. Administrators and teachers remain visible to promote security at all times.

Pinecrest Elementary offers a wide variety of extracurricular activities and programs while providing a safe and positive environment for students to go before and after school. These additional programs and offerings include:

- CODE Club
- ABC Soup
- Art/Drawing Club
- Digital Writing Club
- Science Club
- Lego Club
- Beginning Strings/Orchestra
- Advanced Strings/Orchestra
- Girl Talk
- Lego Club
- Drain Your Brain
- Healthy Cooking
- Lego Robotics Level 1
- Keyboarding Club
- Art Club
- Girl Talk Advanced
- Geography Club
- Lego Robotics Level 3 / Animation
- Chorus Club
- Before School Tutoring
- After School Tutoring
- Student Council
- Bridge to English



**c. 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.**

Teachers maintain a Classroom Discipline Plan which follows the Schoolwide Discipline Plan developed to ensure the Code of Student Conduct is maintained. Parent Communication Logs are utilized to keep track of parent/teacher/administrative conferences or written/telephone/electronic communications between family and school. The guidance counselor provides counseling and mediation for students, and communication strategies and methods to promote a proactive approach to discipline. An Alternative to Suspension Plan was created as a means of keeping students in school to increase instructional time with students while enforcing the Code of Student Conduct. School Support Team (SST) meetings are held to provide strategies for parents and teachers who need further assistance and additional layers of support through the tier process of Response to Intervention (RtI). Various incentives are provided to students in individual classes ranging from treasure boxes to "lunch with teachers." Positive cafeteria behavior incentives include eating in the "Stromboli Cafe" outside and movie Fridays.

**d. 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 Elementary participates in the No Place For Hate Program through a partnership with the Anti-Defamation League (ADL) that provides educators and students with the resources to ensure that anti-bias and diversity education is included within the school curriculum. Several activities take place throughout the school year, including a culminating activity with Palmetto High school and the participating feeder schools. In addition, Pinecrest Elementary participates in the Heiken Children's Vision Program in collaboration with the Miami Lighthouse and Division of Student Services Comprehensive Health Program. All District required programs are implemented with fidelity, including but not limited to Safe and Drug-Free Schools Violence Prevention through Drug Addiction Resistance Education (D.A.R.E.) and Red-Ribbon Week; and, Bullying and Violence Prevention curriculum is implemented and various activities take place throughout the year through the school's counselor; the Homeless Title X Program is followed when a student is determined to be homeless; the school follows the District's Nutrition Program by offering healthy options for lunch/snack. The faculty and staff have implemented programs to meet all students' physical social, and emotional needs. Programs such as Parrot Club (character education), listener program and girl's club are utilized to effectively promote the social-emotional needs of the students. Teachers model a healthy lifestyle by engaging in a morning walk/job every Friday. The school received the Bronze Award for a Healthy Schools Program through the Alliance for a Healthier Generation. The school's counselor selects, trains and organizes Peer Mediation. Students mediate problems between other students and develop solutions with the help and support of adult educators. The Listener's Program is actively present in the school. Parents and volunteers are trained in the beginning of the year and are assigned different students in need of support.

### 3. Early Warning Systems

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

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

A School Attendance Plan is implemented and monitored by administrators and teachers. Students who have three unexcused absences receive a home letter. After five unexcused absences, a Student Case Management Form (SCMF) is developed assigning the School Social Worker to pay a home visit. Students who are identified as truant will need to go through the Attendance Review Committee (ARC) in order to clarify any attendance matters and make up missed assignments. An



Alternative to Suspension Plan is implemented to ensure students remain in school while following the Code of Student Conduct.

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

**1. 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
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	10	14	0	0	0	0	0	0	0	24

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	2	0	6	18	0	0	0	0	0	0	0	26

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

As per State Statute for intervention 6A-6.054 and Senate Bill 1076, all FSA ELA Level 1 or 2 students and students scoring below the 40th percentile on the SESAT(Grade K) or SAT-10(Grades 1-2), receive intervention in addition to the 90 minute reading block. Intervention in Reading or Mathematics is provided by the students' teacher in lieu of Spanish. Students who are at risk for maintaining learning gains were identified for the before/after school tutoring program. English Learners (ELs) receive free tutoring after school through a partnership with the neighboring high school, Palmetto Senior High School, via the Bridge to English program. ELs levels 1 and 2 with two years or less in ESOL receive Home Language Arts services. The RtI process is implemented with fidelity to ensure all layers of support are implemented through the Tier process. SSTs are held to monitor the progress of those students at the Tier II and Tier III level. The school counselor meets every other week with the students exhibiting two or more early warning indicators to provide support and guidance.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

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

No

**1. PIP Link**

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

**2. Description**

Pinecrest Elementary School has received the Golden School Award for 23 years for the large percent of parent volunteers at the school. Our Parent Teacher Association (PTA) consists of over 500 family memberships, including 100% faculty participation. We have several subcommittees in the PTA that support the vision/mission of the school, such as the Green Committee, the Wellness Committee, and over 20 others. Our school's website and mobile phone application serve as the hubs for communication and information of all upcoming events and activities. The Parent E-Newletter, Parrot Talk, and Connect ED also serve as tools for disseminating information to parents. Teachers also maintain positive relationships with all parents and a room parent is assigned to each teacher for efficiency in communicating classroom-specific events.

**2. 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.**

The school schedules EESAC meetings, parent workshops, student activities, Open House, and PTA general meetings to create a home-to-school connection. Parents are encouraged to attend Town Hall Meetings, Coffee and Conversation and other district-wide meetings. Through these meetings, parents are presented with strategies, resources and information that will allow them to assist their children with their academic progress.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Zaldua, Lynn	Principal
Alvarez, Lissette	SAC Member
Gomez, Lisa	Teacher, K-12
Phillips, Shannan	Teacher, K-12
Abislaiman, Sabrina	Teacher, K-12
Gonzalez, Veneshia	Teacher, K-12
Loshusan-Lemon, Donna	Teacher, ESE
Schlesinger, Ronnie	Teacher, K-12
Vega, Teresa	School Counselor
Cruz, Yamberli	Assistant Principal
Garcia, Michelle	Teacher, K-12
Mayo, Maria	Assistant Principal

**b. Duties**

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

Administration (Lynn Zaldua, Principal; Maria Mayo, Assistant Principal; Yamberli Cruz, Assistant Principal)

Ensure the vision and mission are aligned with school and district initiatives, set purpose for the use

of data to make decisions regarding RtI, inform stakeholders of current RtI implementation plans and of documents supporting progress toward goals, monitor the fidelity of interventions implemented by the school-based team, and provide on-going staff development based on data trends compiled from student performance indicators.

Educational Excellence School Advisory Council (EESAC) Chairperson (Lissette Alvarez)  
Communicates school improvement needs to all stakeholders through the presentation of data during scheduled EESAC meetings. Assists in the development of the School Improvement Plan (SIP) and communicate goals, barriers and strategies to all members and use the Continuous Improvement Model (CIM) to ensure attainment of goals.

Professional Development Liaison (Michelle Navarro)  
Assists the administrative team in developing a professional development plan that addresses teacher needs through data collected from a feedback survey and State/District assessment data. Coordinates with staff professional development courses on the PD site to ensure proper credit. Keeps records and logs of all professional development attendance.

Language Arts and Reading Department Chairpersons (Veneshia Gonzalez)  
Assists in data collection, provides professional development related to Reading and Language Arts strategies, keeps the administration and staff abreast of any new effective Reading strategies and/or requirements disseminated from the state and/or district, and assist with the design and implementation for progress monitoring of students considered "at risk".

Mathematics and Science Chairperson (Sabrina Abislaiman)  
Provides professional development related to Mathematics and Science strategies, and keeps the administration and staff abreast of any new effective Mathematics and Science strategies and/or requirements disseminated from the state and/or district.

Technology Chairperson (Lisa Gomez)  
As Gradebook Manager, she works with the registrar to ensure all students are sectioned accurately. Assists teachers in ensuring technology is operational and provides support in the use of different technological resources within the school.

School Guidance Counselor, Community Liaison and Gifted Liaison (Teresa Vega)  
Coordinates SST meetings for students going through the process of obtaining gifted eligibility. Provides counseling to all students, ensuring all social/emotional needs are met. Coordinates Dade Partners to provide students with additional resources.

Grade Level Liaisons (Shannan Phillips & Ronnie Schlesinger)  
Grade-level liaisons share information with grade-level teams concerning student performance data compiled from their respective grade levels, report on core curriculum practices and the efficiency of interventions.

English Language Learner Liaison (Yamberli Cruz)  
Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Participate in Limited English Proficiency (LEP) Committee Meetings and maintain proper documentation for LEP records.

Special Education Teachers (Donna Loshusan-Lemon)  
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Student Services Personnel (Guidance Counselor, Media Specialist, Social Worker, and Psychologist):

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, link child serving and community agencies to the school and families in order to support the child's academic, emotional, behavioral, and social success.

**2. 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.**

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to follow the four step process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The team will use data from standardized testing, iREADY, attendance rates, climate surveys and STAR to increase academic proficiency and decrease excessive absences and tardiness.

#### Tier 1

The MTSS Leadership Team will meet three times each year to set Tier I goals by using the Tier I problem-solving process. The team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
  - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

#### Tier 2

The MTSS Leadership Team will:

1. Identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based supplemental intervention strategies.
2. Provide ongoing progress monitoring of students identified as “at risk” by the school support team.
3. Provide guidance on following the District Pacing Guides; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 2 intervention plans.
4. Identify students that need Tier 3 interventions.

#### Tier 3

The MTSS Leadership will:

1. Assist in developing behavioral and academic enrichment plans that are will provide individual student interventions which will increase student’s rate of progress.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth, as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Lisette Alvarez	Teacher
Regina Simpson	Teacher
Gloria Diaz	Teacher
Juan Pinzon	Education Support Employee
Zayli Rodriguez	Parent
Christine Reynolds	Parent
Marcelo Saenz	Parent
Saul Hudson	Parent
Jane Forman	Business/Community
Rachel St. Fort	Teacher
Donna Loshusan-Lemon	Teacher
Cristina Lundblad	Teacher
Jayson Koch	Business/Community
Lynn Zaldua	Principal
Elyssa Lewis	Parent
Kristopher Fairbank	Business/Community
Liane Smith	Education Support Employee

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

During the 2015-2016 school year EESAC met to discuss and develop goals and strategies used to increase student achievement. Based on data obtained from the FSA, FCAT, SAT and iREADY, goals were met and, in many cases, exceeded the expectations of all members. For example, iREADY Reading data demonstrates that at the beginning of the school year, 62% (591) of students were performing on or above grade level in Reading. At the end of the school year, the same assessment shows 87% (833) students were performing on or above grade level. At the end of the year, all stakeholders met to determine goals and strategies for the upcoming school year.

*b. Development of this school improvement plan*

The Leadership Team met throughout the year to analyze data and review strategies for implementation. The members of the team reach out to their respective colleagues to get input regarding the plan. Goals and strategies are presented to EESAC for further input from all stakeholders.

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

The administrative team presents the budget during EESAC meetings, PTA meetings and faculty/staff meetings. Recommendations and suggestions are made by all stakeholders.

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

Utilize school improvement funds to support technology enhancements and resources for the instructional program. A total of \$4928 was allocated as per FTE and spent on technology and test preparation materials.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Zaldua, Lynn	Principal
Betancourt, Liset	Teacher, K-12
Gomez, Lisa	Teacher, K-12
Gonzalez, Veneshia	Teacher, K-12
Cruz, Yamberli	Assistant Principal
Loshusan-Lemon, Donna	Teacher, ESE
Phillips, Shannan	Teacher, K-12
Mayo, Maria	Assistant Principal
Vega, Teresa	School Counselor

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The purpose of the Literacy Leadership Team is to increase the capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which should meet at least once a month. In an effort to promote school-wide literacy across all content areas the LLT will become active participants in all Literacy Leadership Team meetings and activities. The Language Arts Department Chair will serve as a member of the LLT.

The Assistant Principals and Language Arts Department Chair will share their expertise in reading instruction, assessment, and observational data to assist the team in making instructional decisions. The Assistant Principals and Language Arts Department Chair will provide motivation and promote collaboration within the LLT. The LLT will ensure the fidelity of implementation of the K-12 CRRP and Common Core Practices and create a school wide focus on literacy by providing model classrooms, conferencing with teachers and administrators, and providing professional development. The LLT will consider student assessment data, observational data and the SIP when planning Professional Development. The LLT will monitor collection and utilization of assessment data, including; FAIR, District Interim assessment data and observational data.

Progress monitoring and interim data will be collected a minimum of 3 times per year. This data will be used to drive instruction, determine intervention and support needs of students by:

- Monitoring the teacher's use of data to drive instruction;



- Participating in Data Analysis Team meetings after FAIR assessment period;
- Directing the Language Arts Department Chair to meet with grade/level departments to review their progress monitoring.

## D. Public and Collaborative Teaching

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

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

Common time for planning exists in each grade level. In addition, specific faculty meetings have been designated to allow for vertical team planning and planning across the different departments. Professional Learning Communities (PLC) are developed to further plan for instruction.

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

In an effort to recruit and retain highly qualified teachers, professional development will be offered in the areas of effectively implementing the Florida State Standards, Reading and Writing across all curricular subject areas, differentiated instruction, rigor and Rtl. Department chairpersons will share new information to committee members about information obtained from the District's department meetings.

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

Ongoing support and mentorship by the Leadership Team and MINT Program mentor. - Lynn Zaldua, Yamberli Cruz and Maria Mayo

Implement Lesson Studies so teachers can collaborate and reflect upon teaching and learning to augment student performance. - Lynn Zaldua, Yamberli Cruz and Maria Mayo

Implement Professional Learning Communities quarterly to allow for horizontal and vertical collaboration to implement Common Core Standards. - Lynn Zaldua, Yamberli Cruz and Maria Mayo

Implement grade level meetings to discuss the selection and implementation of exemplars text to enhance student learning and identify grade level liaisons for support with Wonderworks, and iReady - Yamberli Cruz and Maria Mayo

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Teachers use the District-mandated programs and curriculum throughout the year. Grade Level Expectations, Florida Standards and Pacing Guides are used and aligned to plan effectively.

#### b. Instructional Strategies

##### **1. 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.**

Teachers receive data binders at the onset of the new school year that contains the data for all students in their class. Students who were identified through the Rtl process for monitoring are also included in this data binder. Diagnostic assessments are given at the beginning of the year, including iREADY and STAR, to determine if any change has taken place over the summer to include in each student's profile. Students are identified by tiers, depending on each of their needs. For example, FSA ELA Level 1 or 2 students and students scoring below the 40th percentile on the SESAT(Grade K) or SAT-10(Grades 1-2), are identified for intervention in addition to or in extension of the 90 minute reading block. Students who show inconsistency with their data are identified for additional assistance in Reading and/or Math through supplemental intervention programs such as iReady, IXL and/or Reflex.

Data is reviewed every six weeks or as assessments are conducted. At this time, it is determined if students are positively responding to the intervention. If they are, they will continue with the intervention. If not, the student is referred for the SST process to determine if other factors are impeding progress, and if further evaluation is needed at this time.

**2. 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:** Extended School Day

**Minutes added to school year:** 30,600

Extended learning opportunities are offered to all types of learners. In this way, all students have the opportunity to enrich their academic interests for a specific career path target. Students who need remediation for learning in Reading and Mathematics are enrolled in a before/after school tutoring program for an additional two hours per week. Students who seek enriched practice in Mathematics/Science, Foreign Language, Computers or the Arts have opportunities to sign up for after school sessions. For example, some of the courses offered include Lego Robotics, Science Explorations, Spanish, Computer Applications, and Chorus/Orchestra.

### **Strategy Rationale**

Students need additional learning opportunities to show how information learned in the core program is applied to the real world. Through Lego Robotics, students apply Mathematics and Science skills to create robots in a utilizing their creativity and problem-solving skills. Students who are learning an additional language such as Spanish, Music or Computer Applications will be able to further practice interests in these languages through the extension of these programs after school.

Tutoring is offered to students who are on the Free/Reduced Lunch Roster who may not have the opportunity to hire an expensive private tutor to assist with homework or extra practice. Through this small group tutoring program, students can take advantage of this opportunity at a very small fee through the Palmetto Community Center.

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

- Core Academic Instruction
- Enrichment

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

Cruz, Yamberli, [mrscruz@dadeschools.net](mailto:mrscruz@dadeschools.net)

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

Formative bi-weekly assessments are used to determine progress for students enrolled in the before/after school tutoring program. Furthermore, attainment of mastery of benchmarks should reflect an improvement on Interim Assessments. Students enrolled in enrichment clubs create a final product or project in the area of interest.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

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

Our school hosts an Open House event for preschool students enrolled at Pinecrest Elementary and neighboring preschools, prior to the end of the previous school year. During this Open House, students are given the opportunity to meet and greet the Kindergarten teachers and see their future classrooms. Information about the school's Prep Start Program is communicated to the parents to best prepare their children in the summer.

Parents are offered guided tours throughout the year and are able to interact with administrators, media specialist, and the school's counselor to ensure all questions are left unanswered for a seamless transition.

One day prior to the school's opening, parents and students are invited to a "Cookie Orientation" where they meet the teacher/classroom assigned to them. More specific information about curriculum and classroom procedures are shared at this meeting.

## b. College and Career Readiness

**1. 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

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

N/A

**3. 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

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

**C. Strategic Goals**

## 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.** To increase student achievement by improving core instruction in all content areas.
- G2.** Use the Early Warning System Indicators to identify at risk students in order to provide the necessary supports and interventions to ultimately increase academic achievement.
- G3.** Increase students participation in Science Technology Engineering Art and Mathematics (STEAM) experiences by implementing the 4 Cs of 21st Century Learning: Communication, Collaboration, Creativity and Critical Thinking.
- G4.** Increase communication resources for parents in order to maintain or improve the level of parent involvement at the school to continue being a recipient of the Golden School Award.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G087895

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	81.0
Math Lowest 25% Gains	66.0
FCAT 2.0 Science Proficiency	90.0

**Targeted Barriers to Achieving the Goal 3**

- Limited evidence of efficient, curriculum-based, collaborative planning among and between grade levels and departments such as SPED, ELL, and Special Areas.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- School leadership team, professional learning communities, common grade level planning, lesson studies, curriculum committees, focused curriculum groups, McGraw-Hill Wonderworks, iReady, MyOnReader, Renaissance Learning, Learning Village, Houghton Mifflin Go Math, ThinkCentral, Waggle, Scott Foresman Science, Discovery Learning, and Science Fusion 3-5.

**Plan to Monitor Progress Toward G1. 8**

Review data from the iReady to ensure progress toward the goal and ultimately increasing performance on the SAT-10 and meeting proficiency levels on the Florida Standards Assessment.

**Person Responsible**

Lynn Zaldua

**Schedule**

Quarterly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

SAT-10, iReady and Florida Standards Assessment Data



**G2.** Use the Early Warning System Indicators to identify at risk students in order to provide the necessary supports and interventions to ultimately increase academic achievement. 1a

G087896

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	6.0
Non-proficient Reading by Grade 03	15.0

**Targeted Barriers to Achieving the Goal** 3

- Parents are unaware of the implications an absence has on core instruction and behavior, and therefore keep them from school unnecessarily.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- attendance bulletin, communication about attendance to parents, ARC meetings, electronic gradebook, school leadership team, professional learning communities, common grade level planning, lesson studies, curriculum committees, focused curriculum groups, McGraw-Hill Wonders, McGraw-Hill Wonderworks, iReady, Waggle, Renaissance Learning, Learning Village

**Plan to Monitor Progress Toward G2.** 8

Daily attendance bulletins will be monitored and reviewed with fidelity to make certain that students are accessing their daily core instruction to proactively take care of behavior issues, and ensure students attain proficiency at all levels in Reading.

**Person Responsible**

Lynn Zaldua

**Schedule**

Daily, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

ARC Meeting, Electronic Gradebook, Daily Attendance Bulletin, Attendance Percentage Reports, Student Case Management Form (SCMF)

**G3.** Increase students participation in Science Technology Engineering Art and Mathematics (STEAM) experiences by implementing the 4 Cs of 21st Century Learning: Communication, Collaboration, Creativity and Critical Thinking. 1a

G087897

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	90.0

**Targeted Barriers to Achieving the Goal** 3

- To promote STEAM activities and skills (the 4 Cs) in all curriculum areas

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Discovery Learning, Gizmos, Science Fusion in grades 3-5, Science Fair, Lego Robotics Club, Fairchild Challenge, school leadership team, professional learning communities, common grade level planning, lesson studies, curriculum committees, focused curriculum groups, McGraw-Hill Wonders, McGraw-Hill Wonderworks, iReady, Waggle, Renaissance Learning, Learning Village

**Plan to Monitor Progress Toward G3.** 8

Lesson plans will reflect the use of STEAM related activities and the 4Cs as strategies to enhance student performance on the Science FCAT 2.0 and District Quarterly Assessments.

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Lesson Plans, Data from FCAT 2.0 and Quarterly Assessments, Walkthroughs, Student Work Samples, Technology PLC

**G4.** Increase communication resources for parents in order to maintain or improve the level of parent involvement at the school to continue being a recipient of the Golden School Award. 1a

G087898

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	90.0

**Targeted Barriers to Achieving the Goal** 3

- Parents have busy schedules that do not permit them to receive the information needed about school.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Pinecrest website, ConnectEd, Parrot Talk e-newsletter, Facebook Pinecrest Account, Room Parents, PTA, PTA Board, PTA subcommittees

**Plan to Monitor Progress Toward G4.** 8

Volunteer logs will reflect and increase in parent involvement due to an increase in communication resources for parents such as the Pinecrest Elementary School PTA Facebook page and APP.

**Person Responsible**

Lynn Zaldua

**Schedule**

Annually, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Volunteer logs, Facebook news feed, number of "likes"

## 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. To increase student achievement by improving core instruction in all content areas. 1**

G087895

**G1.B1 Limited evidence of efficient, curriculum-based, collaborative planning among and between grade levels and departments such as SPED, ELL, and Special Areas. 2**

B233702

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks in all content areas. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

S246544

**Strategy Rationale**

A specific delivery of instruction helps focus on the skills and content students need to enhance and improve in all content areas. Using state, district and classroom data teachers will differentiate instruction accordingly. The continuous improvement model will be utilized at monthly data chat meetings with colleagues and administrators to determine if a change in the instruction plan needs to be made according to new data presented.

**Action Step 1 5**

Provide a professional development opportunities to all staff members, including administrators, to develop structured and focused curriculum collaboration within grade levels and departments to include Florida State Standards, Pacing Guides, Best Practices and Data Analysis reviews

**Person Responsible**

Lynn Zaldua

**Schedule**

Biweekly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Sign-In Sheets, Agenda, Minutes, Training Materials

### Action Step 2 5

Teachers will provide students with an essential question and/or focus to targeted skills within the Florida State Standards after participating in PLCs, grade level and department meeting discussions.

**Person Responsible**

Lynn Zaldua

**Schedule**

Daily, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Sign-In Sheets, Agenda, Minutes, Training Materials, Walkthroughs

### Action Step 3 5

Provide additional support to teachers by sharing the implementation of best practices learned through the focused curriculum collaboration groups.

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Sign-In Sheets, Agenda, Minutes, Walkthroughs

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

During Grade Level Meetings, Faculty Meetings, and Content Area Meetings teachers will collaboratively plan to increase focus on instruction across departments and grade levels.

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Lesson plans, Walk-through logs, Sign-in sheets, Agendas

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

During offered professional development, teachers/administrators will demonstrate engagement by participating in collaborative conversations, and will demonstrate what was learned through an exit slip. Walkthroughs will include collaborative feedback using the 5 Dimensions of Learning.

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Student Work, Data Chat Sign-In Sheets, Teacher-made Assessments, STAR

**G1.B1.S2** Create Instructional Focus Calendars which include standards to review, enhance and remediate based on data obtained to date. 4

 S246545

**Strategy Rationale**

This strategy will assist instructional personnel in keeping up with the pacing guide while planning for opportunities to review, enhance and remediate.

**Action Step 1** 5

Development of instructional focus calendars provide teachers the opportunity to address standards in a timely manner before the Florida Standards Assessment.

**Person Responsible**

Lynn Zaldua

**Schedule**

Weekly, from 1/26/2016 to 6/10/2016

**Evidence of Completion**

Calendar, Department and Grade Level Meeting Minutes and Lesson Plans



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

Monitor the use of instructional calendars to review, enhance and remediate core instruction throughout all content areas.

**Person Responsible**

Lynn Zaldua

**Schedule**

Weekly, from 1/26/2016 to 6/10/2016

***Evidence of Completion***

Lesson plans, walk-throughs

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

During grade level meetings and department area meetings teachers will collaboratively plan to increase focus on instruction.

**Person Responsible**

Lynn Zaldua

**Schedule**

Weekly, from 8/24/2015 to 6/2/2016

***Evidence of Completion***

lesson plans, walk-throughs, Grade and department area minutes/agenda

**G2.** Use the Early Warning System Indicators to identify at risk students in order to provide the necessary supports and interventions to ultimately increase academic achievement. 1

G087896

**G2.B1** Parents are unaware of the implications an absence has on core instruction and behavior, and therefore keep them from school unnecessarily. 2

B233703

**G2.B1.S1** Include information regarding valid reasons for absences and the implication absences have toward future student truancy and missed valuable core instruction time to parents during Open House, PTA meetings, and parent/teacher conferences. 4

S246546

### Strategy Rationale

If parents are kept informed of the implications absences have on their child, this may prevent future absences during their academic career and resolve truancy issues.

### Action Step 1 5

Provide parents with information on the districts' attendance policy guidelines.

#### Person Responsible

Lynn Zaldua

#### Schedule

Biweekly, from 8/18/2015 to 6/3/2016

#### Evidence of Completion

Daily Attendance Bulletin and Attendance Percentage Reports

### Action Step 2 5

Teachers will monitor their daily attendance and reward the class with 100% attendance, while identifying students who are consistently absent or tardy.

#### Person Responsible

Lynn Zaldua

#### Schedule

Daily, from 8/18/2015 to 5/29/2016

#### Evidence of Completion

Attendance Bulletin, Electronic Gradebook, SCMF

**Action Step 3** 5

Students with 3 or more unexcused absences will receive a truancy letter and a phone call home. If the student continues to be absent, the teacher will write a referral and the school social worker will conduct a home visit. An Attendance Review Committee (ARC) meeting will be held for all truant students.

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/18/2015 to 5/29/2016

**Evidence of Completion**

Attendance Bulletin, Electronic Gradebook, SCMF, ARC Meetings

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration and teachers will monitor attendance throughout the school year.

**Person Responsible**

Lynn Zaldua

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Daily Attendance Bulletin, Electronic Gradebook, Attendance Percentage Reports, SCMF, ARC Meetings

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Review attendance percentage reports to determine if the system for daily and monthly monitoring of attendance is effective.

**Person Responsible**

Lynn Zaldua

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

ARC Meeting, Electronic Gradebook, Daily Attendance Bulletin, Attendance Percentage Reports



**G2.B1.S2** Students will follow the Code of Student Conduct and a proactive approach to discipline will continue at the school where students are engaged and motivated during lessons therefore reducing disciplinary issues. 4

S246547

### **Strategy Rationale**

When students are motivated and rewarded for positive behaviors, negative behaviors are reduced or eliminated.

### **Action Step 1** 5

Students will review and follow the Code of Student Conduct which is printed in the front of each student agenda in grades three through five.

#### **Person Responsible**

Lynn Zaldua

#### **Schedule**

On 8/24/2015

#### **Evidence of Completion**

Student Agendas, Lesson Plans

### **Action Step 2** 5

Character education is taught and celebrated schoolwide.

#### **Person Responsible**

Teresa Vega

#### **Schedule**

Monthly, from 9/1/2015 to 5/31/2016

#### **Evidence of Completion**

Parrot Club classroom bulletin boards

**Action Step 3** 5

Students are chosen and announced as students of the month through Parrot Club for the character trait showcased on morning announcements and Parrot Talk e-newsletter.

**Person Responsible**

Teresa Vega

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Parrot Club classroom bulletin boards, Parrot Talk e-newsletter, morning announcement recordings.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Teachers will submit the names of students who demonstrate superior character traits such as honesty, responsibility, integrity, citizenship and respect.

**Person Responsible**

Teresa Vega

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Student List of Parrot Club Winners

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Monitor student behavior referrals and review Code of Student Conduct.

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

SCMF referrals

**G2.B1.S3** As students miss important lessons due to inattention, attendance, behavior or lack of understanding, teachers will provide a tiered system of support to assist in remediating any lack of skills or information missed during daily instruction. 4

S246548

### Strategy Rationale

If students are provided this tiered system of support, they will acquire any information missed minimize the gap in learning.

### Action Step 1 5

Gather and collect data on students not meeting proficiency level.

#### Person Responsible

Lynn Zaldua

#### Schedule

On 8/24/2015

#### Evidence of Completion

Data reports, PMP list, 2014 FCAT 2.0 Scores, 2014 SAT-10 Scores, Intervention List

### Action Step 2 5

Implement an intervention and tutoring schedule to include computer lab usage that provides a tiered level of support for all students to secure proficiency on the Florida Standards Assessment.

#### Person Responsible

Lynn Zaldua

#### Schedule

On 5/30/2016

#### Evidence of Completion

Intervention List, Intervention Schedule, Tutoring List, Attendance Roster

**Action Step 3** 5

Conduct data chats, SST meetings, LEP committee meetings with teachers to ensure students are responding positively to the intervention.

**Person Responsible**

Lynn Zaldua

**Schedule**

Every 6 Weeks, from 10/5/2015 to 5/23/2016

**Evidence of Completion**

SST meeting agendas, Data Chat line item on Grade level meeting agendas, LEP meeting roster

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Intervention schedules, attendance, and progress monitoring data will be reviewed to ensure fidelity to the programs.

**Person Responsible**

Lynn Zaldua

**Schedule**

Every 6 Weeks, from 10/5/2015 to 5/30/2016

**Evidence of Completion**

Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Intervention schedules, attendance, and progress monitoring data will be will be adjusted as needed.

**Person Responsible**

Lynn Zaldua

**Schedule**

Every 6 Weeks, from 10/5/2015 to 5/30/2016

**Evidence of Completion**



**G2.B1.S4** Revisit student progress during Mid-Year Data chats to identify students whose data indicates they are performing at or above grade level. 4

S246549

### **Strategy Rationale**

Students performing at or above grade level may be offered morning tutoring rather than intervention in order to reduce intervention class size.

### **Action Step 1** 5

Data Chats will be held to review and discuss progress being made towards the goal.

#### **Person Responsible**

Lynn Zaldua

#### **Schedule**

Quarterly, from 8/22/2016 to 6/9/2017

#### **Evidence of Completion**

Data Chat Schedules, Department and Grade Level Meetings, Data Chat Reflections

### **Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

Data reports will be monitored and reviewed to ensure fidelity and implementation.

#### **Person Responsible**

Lynn Zaldua

#### **Schedule**

Quarterly, from 8/22/2016 to 6/9/2017

#### **Evidence of Completion**

Computer lab schedule, iReady reports, Mid-Year Assessment report,

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7**

Create and revisit schedules to ensure that time has been allotted for all students to visit the computer lab.

**Person Responsible**

Lynn Zaldua

**Schedule**

Quarterly, from 8/22/2016 to 6/9/2017

***Evidence of Completion***

Computer lab schedule

**G3.** Increase students participation in Science Technology Engineering Art and Mathematics (STEAM) experiences by implementing the 4 Cs of 21st Century Learning: Communication, Collaboration, Creativity and Critical Thinking. 1

G087897

**G3.B1** To promote STEAM activities and skills (the 4 Cs) in all curriculum areas 2

B233704

**G3.B1.S1** Provide STEAM related resources to teachers across all curriculum areas. 4

S246550

### Strategy Rationale

Students will have increased opportunities to practice the 4Cs and participate in STEAM-related activities if they are provided to teachers.

### Action Step 1 5

Introduce available technology programs such as Discovery to enhance STEAM activities to teachers and students.

#### Person Responsible

Ronnie Schlesinger

#### Schedule

On 12/23/2016

#### Evidence of Completion

Sign-In Sheets, Agenda, Powerpoint presentation, handouts

### Action Step 2 5

Create lesson plans incorporating technology to enhance STEAM opportunities for students and promote 21st century skills.

#### Person Responsible

Yamberli Cruz

#### Schedule

Weekly, from 8/22/2016 to 6/9/2017

#### Evidence of Completion

Pacing Guides, Lesson Plans, walkthroughs, student work samples

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Monitor the implementation of STEAM related activities.

**Person Responsible**

Lynn Zaldua

**Schedule**

Biweekly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Lesson Plans, walkthroughs, student work samples

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Monitor district-created science quarterly assessments to determine if STEAM and the 4Cs have enhanced student achievement in science.

**Person Responsible**

Lynn Zaldua

**Schedule**

Quarterly, from 8/22/2016 to 6/9/2017

**Evidence of Completion**

Baseline Science Test, District Quarterly Assessment in Science, Walkthroughs, Student Work Samples, Lesson Plans

**G4.** Increase communication resources for parents in order to maintain or improve the level of parent involvement at the school to continue being a recipient of the Golden School Award. 1

G087898

**G4.B1** Parents have busy schedules that do not permit them to receive the information needed about school. 2

B233705

**G4.B1.S1** Maintain a Facebook page and APP for Pinecrest Elementary School PTA. 4

S246551

### Strategy Rationale

Most parents use social media frequently, such as Facebook, and can access information about the school through the News Feed.

### Action Step 1 5

Inform parents of Facebook page and APP for Pinecrest Elementary to parents.

#### Person Responsible

Lynn Zaldua

#### Schedule

On 6/9/2017

#### Evidence of Completion

PTA meeting agenda, PTA meeting sign-in sheets

### Action Step 2 5

Invite parents to visit and follow the page and APP and select "like" on the new page.

#### Person Responsible

Lynn Zaldua

#### Schedule

Monthly, from 8/22/2016 to 6/9/2017

#### Evidence of Completion

The number of followers on the Facebook page

**Action Step 3** 5

Follow up for information will be updated as new activities take place. Every time a new activity is added, it will come up in the parent's newsfeed.

**Person Responsible**

Lynn Zaldua

**Schedule**

Biweekly, from 8/22/2016 to 6/9/2017

***Evidence of Completion***

Newsfeed timeline, Facebook page, number of followers

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Current information will be posted on Pinecrest Elementary School PTA Facebook page and APP.

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/22/2016 to 6/9/2017

***Evidence of Completion***

Facebook timeline

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Volunteer hours will increase as a result of more parents becoming informed of school activities through the Pinecrest Elementary School PTA Facebook page and APP.

**Person Responsible**

Lynn Zaldua

**Schedule**

Semiannually, from 8/22/2016 to 6/9/2017

***Evidence of Completion***

Volunteer Logs, Golden School Award recipient

**G4.B1.S2** Invite the Parent Academy to give an in house training for the use of the parent portal. 4

S246552

**Strategy Rationale**

This will allow parents the ability to review and monitor their child's performance in all academic areas.

**Action Step 1** 5

Parent Portal Workshop from M-DCPS The Parent Academy

**Person Responsible**

Yamberli Cruz

**Schedule**

On 5/2/2016

**Evidence of Completion**

Handouts and sign-in sheet from The Parent Academy presentation

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Ensure that parents are aware and informed of the Parent Academy workshop.

**Person Responsible**

Lynn Zaldua

**Schedule**

On 5/2/2016

**Evidence of Completion**

Connect Ed. messages, social media, website

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7**

Parents will be better informed of students' progress at conferences.

**Person Responsible**

Lynn Zaldua

**Schedule**

Quarterly, from 1/26/2016 to 5/2/2016

***Evidence of Completion***

Handouts, sign-in sheets and exit slips from The Parent Academy workshop.



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G2.B1.S2.A1  A320024	Students will review and follow the Code of Student Conduct which is printed in the front of each...	Zaldua, Lynn	8/24/2015	Student Agendas, Lesson Plans	8/24/2015 one-time
G2.B1.S3.A1  A320027	Gather and collect data on students not meeting proficiency level.	Zaldua, Lynn	8/24/2015	Data reports, PMP list, 2014 FCAT 2.0 Scores, 2014 SAT-10 Scores, Intervention List	8/24/2015 one-time
G4.B1.S2.MA1  M333335	Parents will be better informed of students' progress at conferences.	Zaldua, Lynn	1/26/2016	Handouts, sign-in sheets and exit slips from The Parent Academy workshop.	5/2/2016 quarterly
G4.B1.S2.MA1  M333336	Ensure that parents are aware and informed of the Parent Academy workshop.	Zaldua, Lynn	1/26/2016	Connect Ed. messages, social media, website	5/2/2016 one-time
G4.B1.S2.A1  A320036	Parent Portal Workshop from M-DCPS The Parent Academy	Cruz, Yamberli	1/26/2016	Handouts and sign-in sheet from The Parent Academy presentation	5/2/2016 one-time
G2.B1.S3.A3  A320029	Conduct data chats, SST meetings, LEP committee meetings with teachers to ensure students are...	Zaldua, Lynn	10/5/2015	SST meeting agendas, Data Chat line item on Grade level meeting agendas, LEP meeting roster	5/23/2016 every-6-weeks
G2.B1.S1.A2  A320022	Teachers will monitor their daily attendance and reward the class with 100% attendance, while...	Zaldua, Lynn	8/18/2015	Attendance Bulletin, Electronic Gradebook, SCMF	5/29/2016 daily
G2.B1.S1.A3  A320023	Students with 3 or more unexcused absences will receive a truancy letter and a phone call home. If...	Zaldua, Lynn	8/18/2015	Attendance Bulletin, Electronic Gradebook, SCMF, ARC Meetings	5/29/2016 monthly
G2.B1.S3.MA1  M333325	Intervention schedules, attendance, and progress monitoring data will be will be adjusted as needed.	Zaldua, Lynn	10/5/2015		5/30/2016 every-6-weeks
G2.B1.S3.MA1  M333326	Intervention schedules, attendance, and progress monitoring data will be reviewed to ensure...	Zaldua, Lynn	10/5/2015	Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters	5/30/2016 every-6-weeks
G2.B1.S3.A2  A320028	Implement an intervention and tutoring schedule to include computer lab usage that provides a...	Zaldua, Lynn	8/24/2015	Intervention List, Intervention Schedule, Tutoring List, Attendance Roster	5/30/2016 one-time
G2.B1.S2.MA1  M333324	Teachers will submit the names of students who demonstrate superior character traits such as...	Vega, Teresa	9/1/2015	Student List of Parrot Club Winners	5/31/2016 monthly
G2.B1.S2.A2  A320025	Character education is taught and celebrated schoolwide.	Vega, Teresa	9/1/2015	Parrot Club classroom bulletin boards	5/31/2016 monthly
G2.B1.S2.A3  A320026	Students are chosen and announced as students of the month through Parrot Club for the character...	Vega, Teresa	9/1/2015	Parrot Club classroom bulletin boards, Parrot Talk e-newsletter, morning announcement recordings.	5/31/2016 monthly
G1.B1.S2.MA1  M333318	During grade level meetings and department area meetings teachers will collaboratively plan to...	Zaldua, Lynn	8/24/2015	lesson plans, walk-throughs, Grade and department area minutes/agenda	6/2/2016 weekly
G2.B1.S1.MA1  M333321	Review attendance percentage reports to determine if the system for daily and monthly monitoring of...	Zaldua, Lynn	8/24/2015	ARC Meeting, Electronic Gradebook, Daily Attendance Bulletin, Attendance Percentage Reports	6/3/2016 quarterly
G2.B1.S1.MA1  M333322	Administration and teachers will monitor attendance throughout the school year.	Zaldua, Lynn	8/24/2015	Daily Attendance Bulletin, Electronic Gradebook, Attendance Percentage Reports, SCMF, ARC Meetings	6/3/2016 biweekly
G2.B1.S1.A1  A320021	Provide parents with information on the districts' attendance policy guidelines.	Zaldua, Lynn	8/18/2015	Daily Attendance Bulletin and Attendance Percentage Reports	6/3/2016 biweekly
G2.B1.S2.MA1  M333323	Monitor student behavior referrals and review Code of Student Conduct.	Zaldua, Lynn	8/24/2015	SCMF referrals	6/3/2016 monthly

**Dade - 4421 - Pinecrest Elementary School - 2016-17 SIP**  
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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M333319	Monitor the use of instructional calendars to review, enhance and remediate core instruction...	Zaldua, Lynn	1/26/2016	Lesson plans, walk-throughs	6/10/2016 weekly
G1.B1.S2.A1 A320020	Development of instructional focus calendars provide teachers the opportunity to address standards...	Zaldua, Lynn	1/26/2016	Calendar, Department and Grade Level Meeting Minutes and Lesson Plans	6/10/2016 weekly
G3.B1.S1.A1 A320031	Introduce available technology programs such as Discovery to enhance STEAM activities to teachers...	Schlesinger, Ronnie	8/22/2016	Sign-In Sheets, Agenda, Powerpoint presentation, handouts	12/23/2016 one-time
G1.MA1 M333320	Review data from the iReady to ensure progress toward the goal and ultimately increasing...	Zaldua, Lynn	8/22/2016	SAT-10, iReady and Florida Standards Assessment Data	6/9/2017 quarterly
G2.MA1 M333329	Daily attendance bulletins will be monitored and reviewed with fidelity to make certain that...	Zaldua, Lynn	8/22/2016	ARC Meeting, Electronic Gradebook, Daily Attendance Bulletin, Attendance Percentage Reports, Student Case Management Form (SCMF)	6/9/2017 daily
G3.MA1 M333332	Lesson plans will reflect the use of STEAM related activities and the 4Cs as strategies to enhance...	Zaldua, Lynn	8/22/2016	Lesson Plans, Data from FCAT 2.0 and Quarterly Assessments, Walkthroughs, Student Work Samples, Technology PLC	6/9/2017 monthly
G4.MA1 M333337	Volunteer logs will reflect and increase in parent involvement due to an increase in communication...	Zaldua, Lynn	8/22/2016	Volunteer logs, Facebook news feed, number of "likes"	6/9/2017 annually
G1.B1.S1.MA1 M333316	During offered professional development, teachers/administrators will demonstrate engagement by...	Zaldua, Lynn	8/22/2016	Student Work, Data Chat Sign-In Sheets, Teacher-made Assessments, STAR	6/9/2017 monthly
G1.B1.S1.MA1 M333317	During Grade Level Meetings, Faculty Meetings, and Content Area Meetings teachers will...	Zaldua, Lynn	8/22/2016	Lesson plans, Walk-through logs, Sign-in sheets, Agendas	6/9/2017 monthly
G1.B1.S1.A1 A320017	Provide a professional development opportunities to all staff members, including administrators, to...	Zaldua, Lynn	8/22/2016	Sign-In Sheets, Agenda, Minutes, Training Materials	6/9/2017 biweekly
G1.B1.S1.A2 A320018	Teachers will provide students with an essential question and/or focus to targeted skills within...	Zaldua, Lynn	8/22/2016	Sign-In Sheets, Agenda, Minutes, Training Materials, Walkthroughs	6/9/2017 daily
G1.B1.S1.A3 A320019	Provide additional support to teachers by sharing the implementation of best practices learned...	Zaldua, Lynn	8/22/2016	Sign-In Sheets, Agenda, Minutes, Walkthroughs	6/9/2017 monthly
G3.B1.S1.MA1 M333330	Monitor district-created science quarterly assessments to determine if STEAM and the 4Cs have...	Zaldua, Lynn	8/22/2016	Baseline Science Test, District Quarterly Assessment in Science, Walkthroughs, Student Work Samples, Lesson Plans	6/9/2017 quarterly
G3.B1.S1.MA1 M333331	Monitor the implementation of STEAM related activities.	Zaldua, Lynn	8/22/2016	Lesson Plans, walkthroughs, student work samples	6/9/2017 biweekly
G3.B1.S1.A2 A320032	Create lesson plans incorporating technology to enhance STEAM opportunities for students and...	Cruz, Yamberli	8/22/2016	Pacing Guides, Lesson Plans, walkthroughs, student work samples	6/9/2017 weekly
G4.B1.S1.MA1 M333333	Volunteer hours will increase as a result of more parents becoming informed of school activities...	Zaldua, Lynn	8/22/2016	Volunteer Logs, Golden School Award recipient	6/9/2017 semiannually
G4.B1.S1.MA1 M333334	Current information will be posted on Pinecrest Elementary School PTA Facebook page and APP.	Zaldua, Lynn	8/22/2016	Facebook timeline	6/9/2017 monthly
G4.B1.S1.A1 A320033	Inform parents of Facebook page and APP for Pinecrest Elementary to parents.	Zaldua, Lynn	8/22/2016	PTA meeting agenda, PTA meeting sign-in sheets	6/9/2017 one-time
G4.B1.S1.A2 A320034	Invite parents to visit and follow the page and APP and select "like" on the new page.	Zaldua, Lynn	8/22/2016	The number of followers on the Facebook page	6/9/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A3 A320035	Follow up for information will be updated as new activities take place. Every time a new activity...	Zaldua, Lynn	8/22/2016	Newsfeed timeline, Facebook page, number of followers	6/9/2017 biweekly
G2.B1.S4.MA1 M333327	Create and revisit schedules to ensure that time has been allotted for all students to visit the...	Zaldua, Lynn	8/22/2016	Computer lab schedule	6/9/2017 quarterly
G2.B1.S4.MA1 M333328	Data reports will be monitored and reviewed to ensure fidelity and implementation.	Zaldua, Lynn	8/22/2016	Computer lab schedule, iReady reports, Mid-Year Assessment report,	6/9/2017 quarterly
G2.B1.S4.A1 A320030	Data Chats will be held to review and discuss progress being made towards the goal.	Zaldua, Lynn	8/22/2016	Data Chat Schedules, Department and Grade Level Meetings, Data Chat Reflections	6/9/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Limited evidence of efficient, curriculum-based, collaborative planning among and between grade levels and departments such as SPED, ELL, and Special Areas.

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks in all content areas. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### PD Opportunity 1

Provide a professional development opportunities to all staff members, including administrators, to develop structured and focused curriculum collaboration within grade levels and departments to include Florida State Standards, Pacing Guides, Best Practices and Data Analysis reviews

#### Facilitator

Lynn Zaldua, Principal Yamberli Cruz, AP Maria Mayo, AP Veneshia Gonzalez and Shannan Phillips, Reading Department Leaders Sabrina Abislaiman, Mathematics Department Leader Ronnie Schlesinger, Science Department Leader Michelle Gutierrez, Social Studies Department Leader Donna Loshusan-Lemon, SPED Teacher Angela Tai- ESOL Teacher Gloria Diaz- Gifted Teacher Lisa Gomez, Media Specialist Teresa Vega, Counselor

#### Participants

All instructional staff

#### Schedule

Biweekly, from 8/22/2016 to 6/9/2017

## PD Opportunity 2

Provide additional support to teachers by sharing the implementation of best practices learned through the focused curriculum collaboration groups.

### Facilitator

Lynn Zaldua, Principal Yamberli Cruz, AP Maria Mayo, AP Veneshia Gonzalez and Shannan Phillips, Reading Department Leaders Sabrina Abislaiman, Mathematics Department Leader Ronnie Schlesinger, Science Department Leader Michelle Gutierrez, Social Studies Department Leader Donna Loshusan-Lemon, SPED Teacher Angela Tai- ESOL Teacher Gloria Diaz- Gifted Teacher Lisa Gomez, Media Specialist Teresa Vega, Counselor

### Participants

All instructional staff

### Schedule

Monthly, from 8/22/2016 to 6/9/2017

**G2.** Use the Early Warning System Indicators to identify at risk students in order to provide the necessary supports and interventions to ultimately increase academic achievement.

**G2.B1** Parents are unaware of the implications an absence has on core instruction and behavior, and therefore keep them from school unnecessarily.

**G2.B1.S3** As students miss important lessons due to inattention, attendance, behavior or lack of understanding, teachers will provide a tiered system of support to assist in remediating any lack of skills or information missed during daily instruction.

## PD Opportunity 1

Implement an intervention and tutoring schedule to include computer lab usage that provides a tiered level of support for all students to secure proficiency on the Florida Standards Assessment.

### Facilitator

Reading Department Chairperson, Mathematics Department Chairperson, Assistant Principals

### Participants

All instructional staff

### Schedule

On 5/30/2016

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Provide a professional development opportunities to all staff members, including administrators, to develop structured and focused curriculum collaboration within grade levels and departments to include Florida State Standards, Pacing Guides, Best Practices and Data Analysis reviews			\$0.00	
2	G1.B1.S1.A2	Teachers will provide students with an essential question and/or focus to targeted skills within the Florida State Standards after participating in PLCs, grade level and department meeting discussions.			\$0.00	
3	G1.B1.S1.A3	Provide additional support to teachers by sharing the implementation of best practices learned through the focused curriculum collaboration groups.			\$0.00	
4	G1.B1.S2.A1	Development of instructional focus calendars provide teachers the opportunity to address standards in a timely manner before the Florida Standards Assessment.			\$0.00	
5	G2.B1.S1.A1	Provide parents with information on the districts' attendance policy guidelines.			\$0.00	
6	G2.B1.S1.A2	Teachers will monitor their daily attendance and reward the class with 100% attendance, while identifying students who are consistently absent or tardy.			\$0.00	
7	G2.B1.S1.A3	Students with 3 or more unexcused absences will receive a truancy letter and a phone call home. If the student continues to be absent, the teacher will write a referral and the school social worker will conduct a home visit. An Attendance Review Committee (ARC) meeting will be held for all truant students.			\$0.00	
8	G2.B1.S2.A1	Students will review and follow the Code of Student Conduct which is printed in the front of each student agenda in grades three through five.			\$0.00	
9	G2.B1.S2.A2	Character education is taught and celebrated schoolwide.			\$0.00	
10	G2.B1.S2.A3	Students are chosen and announced as students of the month through Parrot Club for the character trait showcased on morning announcements and Parrot Talk e-newsletter.			\$0.00	
11	G2.B1.S3.A1	Gather and collect data on students not meeting proficiency level.			\$0.00	
12	G2.B1.S3.A2	Implement an intervention and tutoring schedule to include computer lab usage that provides a tiered level of support for all students to secure proficiency on the Florida Standards Assessment.			\$0.00	
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4421 - Pinecrest Elementary School	School Improvement Funds		\$0.00
13	G2.B1.S3.A3	Conduct data chats, SST meetings, LEP committee meetings with teachers to ensure students are responding positively to the intervention.			\$0.00	

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14	G2.B1.S4.A1	Data Chats will be held to review and discuss progress being made towards the goal.				\$0.00
15	G3.B1.S1.A1	Introduce available technology programs such as Discovery to enhance STEAM activities to teachers and students.				\$0.00
16	G3.B1.S1.A2	Create lesson plans incorporating technology to enhance STEAM opportunities for students and promote 21st century skills.				\$4,882.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4421 - Pinecrest Elementary School			\$4,882.00
17	G4.B1.S1.A1	Inform parents of Facebook page and APP for Pinecrest Elementary to parents.				\$0.00
18	G4.B1.S1.A2	Invite parents to visit and follow the page and APP and select "like" on the new page.				\$0.00
19	G4.B1.S1.A3	Follow up for information will be updated as new activities take place. Every time a new activity is added, it will come up in the parent's newsfeed.				\$0.00
20	G4.B1.S2.A1	Parent Portal Workshop from M-DCPS The Parent Academy				\$0.00
					<b>Total:</b>	<b>\$4,882.00</b>