



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Pinecrest Elementary School

10250 SW 57TH AVE

Miami, FL 33156

305-667-5579

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 18%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 65%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Pinecrest Elementary School

##### Principal

Marisol Diaz

##### School Advisory Council chair

Lissette Alvarez

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Marisol Diaz	Principal
Lynn Zaldua	Assistant Principal
Gloria Palma	Assistant Principal
Nancy Slodarz	Mathematics and Science Department Chairpersn
Shannan Phillips	Language Arts and Reading Department Chairperson
Minna Miller	Media Specialist
Catherine Salum	School Psychologist
Donna Loshusan-Lemon	FAB Coordinator
Lynn Drittzel-Kaplan	Guidance Counselor
Wendy Carulla	School Social Worker

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Marisol Diaz - Principal  
 Regina Simpson - UTD Steward  
 Lissette Alvarez - SAC Chairperson  
 Rachel St. Fort - Teacher  
 Minna Miller - Teacher  
 Gloria Diaz -Teacher

Nancy Slodarz - Teacher  
Barbara Eaton - Alternate Teacher  
Claudia Santana - Educational Support Employee  
Juan Pinzon - Alternate Educational Support  
Linda Lau - Parent  
Frances Dubson - Parent  
Marta Palacios - Parent  
Katie Albott - Parent  
Jill Swerdlow - Alternate Parent  
Isabella Falcon - Student  
Tristan Dodge - Alternate Student  
Adam Vega - Business/Community Representative  
Joe Corradino - Business/Community Representative  
Jane Forman - Business/Community Representative

**Involvement of the SAC in the development of the SIP**

Administrator and teachers attended training to review the school improvement process. SAC meetings will be held five times a year. Principal and SAC chairperson share the goals, strategies, and budgetary needs to support the SIP during SAC meetings.

**Activities of the SAC for the upcoming school year**

Develop and monitor school improvement plan goals and strategies.  
Review data from district and state assessments.  
Approve allocation of SAC and recognition funds.

**Projected use of school improvement funds, including the amount allocated to each project**

Utilize school improvement funds to to support technology enhancements and instructional program.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Marisol Diaz**

Principal

Years as Administrator: 18

Years at Current School: 6

**Credentials**

Bachelor of Science; Master of Science

Certifications/Endorsements: Early Childhood Ed, Elementary Ed., Gifted, School Principal

**Performance Record**

Pinecrest Elementary

2013 – School Grade - A

Rdg. Proficiency, 82%

Math Proficiency, 84%

Rdg. Lrg. Gains, 73%

Math Lrg. Gains, 79%

Rdg. Imp. of Lowest 25% - 66%

Math Imp. of Lowest 25% - 74%

Rdg. AMO – No

Math AMO– Yes Pinecrest Elementary

2012 – School Grade - A

Rdg. Proficiency, 86%

Math Proficiency, 81%

Rdg. Lrg. Gains, 79%

Math Lrg. Gains, 77%

Rdg. Imp. of Lowest 25% - 82%

Math Imp. of Lowest 25% - 58%

Rdg. AMO – No

Math AMO– No Pinecrest Elementary

2011 – School Grade - A

Rdg. Proficiency, 96%

Math Proficiency, 94%

Rdg. Lrg. Gains, 72%

Math Lrg. Gains, 74%

Rdg. Imp. of Lowest 25% - 65%

Math Imp. of Lowest 25% - 71%

Rdg. AMO – No

Math AMO – No Pinecrest Elementary

2010 – School Grade - A

Rdg. Proficiency, 95%

Math Proficiency, 93%

Rdg. Lrg. Gains, 77%

Math Lrg. Gains, 71%

Rdg. Imp. of Lowest 25% - 62%

Math Imp. of Lowest 25% - 77% Pinecrest Elementary

2009 – School Grade - A

Rdg. Proficiency, 94%

Math Proficiency, 91%

Rdg. Lrg. Gains, 76%

Math Lrg. Gains, 72%

Rdg. Imp. of Lowest 25% - 69%

Math Imp. of Lowest 25% - 59% Pinecrest Elementary

2008 – School Grade - A

Rdg. Proficiency, 94%



Math Proficiency, 87%  
Rdg. Lrg. Gains, 73%  
Math Lrg. Gains, 68%  
Rdg. Imp. of Lowest 25% - 74%  
Math Imp. of Lowest 25% - 60%

**Gloria L. Palma**

Asst Principal

Years as Administrator: 7

Years at Current School: 3

**Credentials**

BA in History & Secondary Education; MS in Exceptional Education with Certificate in Educational Leadership

Certifications/Endorsements:

Social Studies 6-12; Ed. Leadership K-12

**Performance Record**

Pinecrest Elementary

2013 – School Grade - A

Rdg. Proficiency, 82%

Math Proficiency, 84%

Rdg. Lrg. Gains, 73 points

Math Lrg. Gains, 79 points

Rdg. Imp. of Lowest 25% - 66%

Math Imp. of Lowest 25% - 74%

Rdg. AMO – No

Math AMO– Yes Pinecrest Elementary

2012 – School Grade - A

Rdg. Proficiency, 86%

Math Proficiency, 81%

Rdg. Lrg. Gains, 79%

Math Lrg. Gains, 77%

Rdg. Imp. of Lowest 25% - 82%

Math Imp. of Lowest 25% - 58%

Rdg. AMO – No

Math AMO– No

Redland Middle School

2011 – School Grade - C

Rdg. Proficiency, 50%

Math Proficiency, 42%

Rdg. Lrg. Gains, 61%

Math Lrg. Gains, 62%

Rdg. Imp. of Lowest 25% - 68%

Math Imp. of Lowest 25% - 69%

Redland Middle School

2010 – School Grade - C

Rdg. Proficiency, 46%

Math Proficiency, 41%

Rdg. Lrg. Gains, 61%

Math Lrg. Gains, 67%

Rdg. Imp. of Lowest 25% - 66%

Math Imp. of Lowest 25% - 71%

Redland Middle School

2009 – School Grade - C

Rdg. Proficiency, 45%

Math Proficiency, 41%

Rdg. Lrg. Gains, 61%

Math Lrg. Gains, 64%

Rdg. Imp. of Lowest 25% - 74%

Math Imp. of Lowest 25% - 70%

Redland Middle School  
2008 – School Grade - C  
Rdg. Proficiency, 41%  
Math Proficiency, 39%  
Rdg. Lrg. Gains, 58%  
Math Lrg. Gains, 61%  
Rdg. Imp. of Lowest 25% - 64%  
Math Imp. of Lowest 25% - 63%

**Lynn Zaldua**

Asst Principal

Years as Administrator: 10

Years at Current School: 3

**Credentials**

Bachelor of Science in Elementary Education; Master of Science in Elementary Education

Certifications/Endorsements: Elementary Ed., ESOL, Gifted, Ed. Leadership

**Performance Record**

Pinecrest Elementary  
2013 – School Grade - A  
Rdg. Proficiency, 82%  
Math Proficiency, 84%  
Rdg. Lrg. Gains, 73%  
Math Lrg. Gains, 79%  
Rdg. Imp. of Lowest 25% - 66%  
Math Imp. of Lowest 25% - 74%  
Rdg. AMO – No  
Math AMO– Yes Pinecrest Elementary  
2011 – School Grade - A  
Rdg. Proficiency, 96%  
Math Proficiency, 94%  
Rdg. Lrg. Gains, 72%  
Math Lrg. Gains, 74%  
Rdg. Imp. of Lowest 25% - 65%  
Math Imp. of Lowest 25% - 71%  
Rdg. AMO – No  
Math AMO – No  
Vineland K-8 Center  
2010 – School Grade - A  
Rdg. Proficiency, 89%  
Math Proficiency, 83%  
Rdg. Lrg. Gains, 71%  
Math Lrg. Gains, 66%  
Rdg. Imp. of Lowest 25% - 60%  
Math Imp. of Lowest 25% - 71%  
Vineland Elementary  
2009 – School Grade - A  
Rdg. Proficiency, 93%  
Math Proficiency, 87%  
Rdg. Lrg. Gains, 78%  
Math Lrg. Gains, 65%  
Rdg. Imp. of Lowest 25% - 74%  
Math Imp. of Lowest 25% - 56%  
Vineland Elementary  
2008 – School Grade - A  
Rdg. Proficiency, 85%  
Math Proficiency, 84%  
Rdg. Lrg. Gains, 60%  
Math Lrg. Gains, 66%  
Rdg. Imp. of Lowest 25% - 54%  
Math Imp. of Lowest 25% - 83%

**Instructional Coaches****# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****NA**

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

**Areas**

[none selected]

**Credentials**

NA

**Performance Record**

NA

**Classroom Teachers****# of classroom teachers**

68

**# receiving effective rating or higher**

68, 100%

**# Highly Qualified Teachers**

97%

**# certified in-field**

68, 100%

**# ESOL endorsed**

49, 72%

**# reading endorsed**

5, 7%

**# with advanced degrees**

30, 44%

**# National Board Certified**

6, 9%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

7, 10%

**# with 6-14 years of experience**

30, 44%

**# with 15 or more years of experience**

31, 46%

**Education Paraprofessionals****# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Ongoing support and mentorship by the Leadership Team and MINT Program mentor. - Marisol Diaz  
Implement Lesson Studies so teachers can collaborate and reflect upon teaching and learning to augment student performance. - Lynn Zaldua

Implement Professional Learning Communities quarterly to allow for horizontal and vertical collaboration to implement Common Core Standards. - Gloria Palma

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 SuccessMaker and Reading Plus - Lynn Zaldua and Gloria Palma

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

N/A

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

MTSS/Rtl 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 2013 FCAT 2.0 (Reading, Mathematics, Science and Writing), 2012-2013 attendance rates, 2012-2013 climate surveys, STAR data, FAIR data, and 2013 SAT 10 results to increase academic proficiency and decrease excessive absences and tardiness.

Tier 1

The MTSS Leadership Team will meet three times a year to set Tier 1 goals by using the Tier 1 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/Rtl 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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

#### Administration

Ensure the vision and mission is aligned with school and district initiatives, set purpose for the use of data to make decisions regarding Rtl, inform stakeholders informed of current Rtl implementation plans and of documentations 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.

Language Arts and Reading Department Chairperson

Assist in data collection, provide professional development related to Reading and Language Arts strategies, keep 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

Provide professional development related to Mathematics and Science strategies, and keep the administration and staff abreast of any new effective Mathematics and Science strategies and/or requirements disseminated from the state and/or district.

Grade Level Liaisons

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 Teacher

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.

Special Education Teachers

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.

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

Provide 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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

MTSS team will conduct data chats as grade levels to monitor the fidelity of the school's MTSS and SIP on a monthly basis. All data sources will be analyzed to monitor the effectiveness of the school's strategies in all core classes.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data will be used to guide instructional decisions and procedures, to adjust the delivery of curriculum and instruction, adjust the school's behavioral management system, and meet growth trajectories.

Managed Data will include:

Reading

Tier 1- 2013 FCAT 2.0 Reading Assessment, FAIR assessments, District Baseline and Interim Assessments, McGraw Hill Reading Wonders Assessments, teacher made-tests, Successmaker reports, Accelerated Reader reports, STAR Reading reports, student grades

Tier 2- FAIR assessments, District Baseline and Interim Assessments, McGraw Hill Reading Wonders Assessments, teacher made-tests, Successmaker reports, Accelerated Reader reports, STAR Reading reports, student grades

Tier 3- FAIR assessments, District Baseline and Interim Assessments, McGraw Hill Reading Wonders Assessments, teacher made-tests, Successmaker reports, Accelerated Reader reports, STAR Reading reports, student grades, individualized intervention progress monitoring data

Math

Tier 1- 2013 FCAT 2.0 Mathematics Assessment, District Baseline and Interim Assessments, Successmaker reports, Go Math – Houghton Mifflin Harcourt Assessments, Think Central reports, teacher made tests, student grades



Tier 2- District Baseline and Interim Assessments, Successmaker reports, Go Math – Houghton Mifflin Harcourt Assessments, Think Central reports, teacher made tests, student grades, intervention data  
Tier 3- District Baseline and Interim Assessments, Successmaker reports, Go Math – Houghton Mifflin Harcourt Assessments, Think Central reports, teacher made tests, student grades, individualized intervention progress monitoring data

#### Science

Tier 1 - 2013, FCAT 2.0 Science Assessment, District Baseline and Interim Assessments, Scott Foreman Chapter tests, Successmaker reports, GIZMO reports, student grades

Tier 2 - District Baseline and Interim Assessments, Scott Foreman Chapter tests, Successmaker reports, GIZMO reports, student grades

Tier 3- District Baseline and Interim Assessments, Scott Foreman Chapter tests, Successmaker reports, GIZMO reports, student grades

#### Writing

Tier 1- 2013 FCAT 2.0 Writing Assessment, District Writing Pre and Post Tests, monthly writing prompts, student grades

Tier 2- District Writing Pre and Post Tests, monthly writing prompts, student grades

Tier 3- District Writing Pre and Post Tests, monthly writing prompts, student grades, One to One and/or Small Group writing workshop products

#### Behavior

Tier 1 – Student Case Management reports, Attendance data, Suspension data

Tier 2 – Student Case Management reports, Attendance data, Suspension data, teacher made weekly behavior charts, teachers' parent contact log

Tier 3 - Functional Assessment of Behavior (FAB), Behavior Intervention Plans (BIP), student's daily behavior logs

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school will participate in the MTSS district professional development which consists of; Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at [http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.

A description of MTSS and MTSS parent resources will be available on the school's website

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**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, French, Science Explorations, Computer Applications, and Chorus/Orchestra.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

School Administration, teachers/tutors

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Marisol Diaz	Principal
Lynn Zaldua	Assistant Principal
Gloria Palma	Assistant Principal
Lynn Drittel-Kaplan	School Counselor
Minna Miller	Media Specialist
Becky Glucksman	Kindergarten Teacher
Lisette Betancourt	1st Grade Teacher
Teresa Vega	1st Grade Teacher
Shannan Phillips	2nd Grade Teacher
Nina Lindsey	2nd Grade Teacher
Venesha Gonzalez	3rd Grade Teacher
Marilyn Morrison	3rd Grade Teacher
Lisa Gomez	4th Grade Teacher
Lisa Boloix	4th Grade Teacher

Name	Title
Cristina Verger	5th Grade Teacher
Nancy Garcia	5th Grade Teacher

### How the school-based LLT functions

The Literacy Leadership Team (LLT) will:

Meet quarterly and share the responsibility of reviewing data and guiding continuous improvement of the K-12 Comprehensive Research-based Reading Plan and corresponding decision trees.

Be responsible for ensuring that information, as it pertains to literacy, is disseminated across the curriculum

Provide input into the school wide improvement plan

The LLT team will review data, establish expectations of high achievement in reading, and develop a school wide literacy plan that is organized around the needs of all students. The team will discuss the components of reading and writing as a process and collaborate with teachers to facilitate student achievement.

Administrators will guide the development of the School Literacy Plan through collaboration and sharing articles of Best Practices in literacy education, provide training and support for school-wide literacy instruction. The Media Specialist will use her expertise to collaborate with teachers regarding student data, develop lesson plans to meet the needs of students, be a leader in the implementation of school-wide literacy plan, develop literacy extension activities in which all students can participate, develop a culture of readers among students, staff and parents.

The Assistant Principals and Language Arts Department Chair will compile, analyze and disseminate school data and work with teachers to develop strategic plans/lessons to support students' learning goals. Teachers with specialized endorsements and certifications will contribute to the LLT by providing strategies to address second language acquisition strategies, activities that address multiple intelligence and Best Practices for struggling readers to bridge reading and writing connections

### Major initiatives of the LLT

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.

### Every Teacher Contributes to Reading Instruction

## **How the school ensures every teacher contributes to the reading improvement of every student**

Teachers contribute to the Reading Improvement in the following:

- Grade level and vertical planning including Special Area Teachers
- Providing enrichment and reteaching instruction
- Analyzing classroom, grade level and school data (test, quizzes, interim) to guide instruction
- Utilizing data for Differentiated Instruction
- Before and After school tutoring
- Attending professional development
- Attending professional learning communities (PLC)

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Our school hosts an Open House event for preschool students enrolled at Pinecrest Elementary and neighboring pre-schools, 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 relayed 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	86%	82%	No	87%
American Indian		0%		
Asian	91%	85%	No	92%
Black/African American	65%	67%	Yes	69%
Hispanic	84%	75%	No	86%
White	90%	92%	Yes	91%
English language learners	63%	59%	No	67%
Students with disabilities	53%	32%	No	57%
Economically disadvantaged	73%	58%	No	75%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	19%	23%
Students scoring at or above Achievement Level 4	320	63%	65%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	76	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	51	36%	42%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	129	83%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	84%	Yes	87%
American Indian		0%		
Asian	97%	95%	Yes	97%
Black/African American	68%	73%	Yes	72%
Hispanic	82%	78%	Yes	84%
White	89%	90%	Yes	90%
English language learners	68%	69%	Yes	72%
Students with disabilities	46%	36%	No	51%
Economically disadvantaged	69%	63%	Yes	72%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	21%	23%
Students scoring at or above Achievement Level 4	320	63%	64%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		74%	77%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	12%	14%
Students scoring at or above Achievement Level 4	111	63%	64%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	364	27%	30%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	33	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	4	0%	0%
Students who are not proficient in reading by third grade	33	19%	17%
Students who receive two or more behavior referrals	39	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Based on the total hours recorded on the 2012-2013 school volunteer sign-in sheet, 3,102 hours were volunteered by parents of the school. This averages out to 2.9 hours per student. During the 2013-2014 school year, we would like to increase the total hours recorded to 3,200, averaging 3 hours per student.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of volunteer hours at the school.	3102	2.9%	3.0%



## Goals Summary

- G1.** On the 2013 FCAT 2.0 - Reading, 82% of students at Pinecrest Elementary School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87% of students to score at Level 3 or above, an increase of five percentage points.
- G2.** Results of 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing is for 85% of students to score at a 3.5 or higher, an increase of two percentage points.
- G3.** Scores on the 2013 FCAT 2.0 Mathematics assessment indicate that 84% of students in grades 3-5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.
- G4.** The 2013 FCAT 2.0 Science assessment indicates that 75% (132) of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.
- G5.** Increase student participation and experiences in STEM related activities.
- G6.** In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.
- G7.** The parents of Pinecrest Elementary students are highly involved. Last year, we had a total of 3,102 volunteer hours recorded, making the school eligible for the Golden School award. The school's goal is to increase the volunteer hours to 3,200.

## Goals Detail

**G1.** On the 2013 FCAT 2.0 - Reading, 82% of students at Pinecrest Elementary School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87% of students to score at Level 3 or above, an increase of five percentage points.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

### **Resources Available to Support the Goal**

- Reading Plus
- Successmaker
- McGraw Hill - Wonders
- Wordly Wise

### **Targeted Barriers to Achieving the Goal**

- Results from the FCAT 2.0 Reading assessment indicate that 58% of Economically Disadvantaged students scored at Level 3 or above. The goal for 2014 is 75%, an increase of 17 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text. Students lack the ability to organize informational text and text feature to perform a task.
- Results from the FCAT 2.0 Reading assessment indicate that 32% of Students With Disabilities scored at Level 3 or above. The goal for 2014 is 57%, an increase of 25 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text. Students demonstrate difficulties in determining the validity and reliability of information within and across texts.
- Results from the FCAT 2.0 Reading assessment indicate that 59% of the English Language Learner students scored at Level 3 or above. The goal for 2014 is 67%, an increase of eight percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to limited knowledge on base words and affixes to determine meaning of words for context clues.
- Results from the FCAT 2.0 Reading assessment indicate that 75% of the Hispanic student population scored at Level 3 or above. The goal for 2014 is 86%, an increase of 11 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to a lack of understanding of multiple meaning words, figurative language and general academic and domain specific words and phrases.
- Results from the FCAT 2.0 Reading assessment indicate that 85% of the Asian student population scored at Level 3 or above. The goal for 2014 is 92%, an increase of seven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary. Students cannot have skills reinforced at home due to family language barriers.
- Results from the FCAT 2.0 Reading assessment indicate that 19% of students scored at Level 3. The goal for 2014 is 23%, an increase of four percentage points. The area offering the greatest opportunity for improvement is Reporting Category 2 - Reading Application. Students have a difficult time determining the Author's Purpose and Author's Perspective, and reading while comprehending literature and informational text at the high end of the 2-3 text complexity band independently.
- Results from the FCAT 2.0 Reading assessment indicate that 63% of students scored at Levels 4 and 5. The goal for 2014 is 65%, an increase of two percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process.

In order for students to increase their Reading skills in this area they will need more exposure to informational texts and analyze proficiently text features to draw information.

- Results from the FCAT 2.0 Reading assessment indicate that 73% of students made Reading learning gains. The goal for 2014 is 76%, an increase of three percentage points. Students would make greater learning gains if differentiated instructional learning groups were more data-driven.
- Results from the FCAT 2.0 Reading assessment indicate that 66% of students in the Lowest 25% population made Reading learning gains. The goal for 2014 is 69%, an increase of three percentage points. Students in this population group would benefit from an additional thirty minutes of daily Reading instruction.
- Based on the 2013 CELLA data, 54% (76) ELL students were proficient in Listening and Speaking. The goal for 2014 is 59%, an increase of five percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to limited exposure and fluency in the the English language and limited English language opportunities to practice at home.
- Based on the 2013 CELLA data, 33% (47) ELL students were proficient in Reading. The goal for 2014 is 40%, an increase of seven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application, due to limited exposure to the language and students' lack of ability to draw conclusions to make inferences.
- Based on the 2013 CELLA data, 36% (51) ELL students were proficient in Writing. The goal for 2014 is 42%, an increase of six percentage points. Students in this subgroup exhibit a fear of Writing and do not have the home assistance necessary to reinforce the Writing skills learned in class.

### **Plan to Monitor Progress Toward the Goal**

Follow FCIM using data from Interim Assessments and FCAT 2.0.

#### **Person or Persons Responsible**

RTI Team/Literacy Team/ Administration team

#### **Target Dates or Schedule:**

Quarterly

#### **Evidence of Completion:**

Formative Assessments - District Interim Assessments; Summative Assessment - Results from the 2014 FCAT 2.0

**G2.** Results of 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing is for 85% of students to score at a 3.5 or higher, an increase of two percentage points.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Wonders Reading and Writing Workshop - McGraw Hill
- Wordly Wise

**Targeted Barriers to Achieving the Goal**

- Results from the 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. The goal for 2014 is to increase the percentage of student scoring 3.5 or higher to 85%, an increase of two percentage points. The area offering the greatest opportunity for improvement is the Category- Editing for Language Conventions. Students have displayed difficulty with proper use of conventions of sentence structure, mechanics, usage, punctuation, and spelling.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data and writing samples from the FCAT 2.0 Writing. Feedback will be provided to teachers during grade level meetings.

**Person or Persons Responsible**

RTI Team/ Literacy Team/ AdministrationTeam

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Formative: Writing scores on monthly writing assessments, expository and narrative; District Writing Assessment Summative: 2014 FCAT 2.0 Writing Assessment.

**G3.** Scores on the 2013 FCAT 2.0 Mathematics assessment indicate that 84% of students in grades 3-5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Go Math! Houghton Mifflin Harcourt
- Thinkcentral
- Successmaker

#### **Targeted Barriers to Achieving the Goal**

- Results from the 2013 FCAT 2.0 Mathematics indicate that 36% of students in the Students With Disabilities subgroup scored at proficiency Level 3 or above. The goal for 2014 is that 51% of the same subgroup score at or above proficiency. Data suggests that the area offering the greatest opportunity for improvement is Reporting Category 2: Base Ten & Fractions. Verifying the reasonableness of number operation results, especially in problem situations, is difficult for students in this subgroup due to Reading limitations such as Mathematics vocabulary words that are presented when solving real-word problems.
- According to the results of the 2013 FCAT 2.0 Mathematics, 21% of students scored at Level 3. The 2014 target is that 23% of students in grades 3-5 score at Level 3. In order to support this two percentage point increase, geometric knowledge and spatial reasoning needs to be further developed for understanding area, volume, and surface area; students exhibit limitation in selecting the appropriate units, strategies, and tools to solve problems involving these measures.
- Data results of the 2013 FCAT 2.0 Mathematics indicate that 63% of students scored at Levels 4-5. The goal for 2014 is that 64% of the students score at Levels 4-5, an increase of one percentage point. This increase will be supported by additional practice in solving problems involving fractions and developing rationale for responding to practical situations involving the relationships of fractions. Students will need more opportunities for exploring mathematics through the use of manipulatives/models as students need to understand mathematical concepts beyond the classroom; application of real-world scenarios.
- Results of the 2013 FCAT 2.0 Mathematics indicate that 79% of students made Learning Gains. An increase of two percentage points must be attained to reach the 81% target in 2014. While there are Mathematics classrooms that demonstrate the use of differentiated instruction, there are still others that teach and remediate using whole group instruction only.
- FCAT 2.0 Mathematics data results indicate that 74% of students in the Lowest 25% population achieved Learning Gains. Learning Gains of the Lowest 25% population must increase to 77%, an increase of three percentage points on the 2014 FCAT 2.0 Mathematics. Students in the Lowest 25% population struggle with the understanding of and fluency with division of whole numbers; and, developing an understanding of and fluency with addition and subtraction of decimals.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0

**Person or Persons Responsible**

RTI Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessments - District Interim Assessments Summative Assessment - Results from the 2014 FCAT 2.0

**G4.** The 2013 FCAT 2.0 Science assessment indicates that 75% (132) of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Sciencosaur
- Science Speed Bag

**Targeted Barriers to Achieving the Goal**

- Results from the 2013 FCAT 2.0 Science indicate that 12% (21) of fifth grade students scored at Level 3. The percentage of students scoring at Level 3 must increase to 14% to meet the target goal in 2014, an increase of two percentage points. Opportunities for data chats that provide useful information and corrective strategies to students are limited.
- According to results from the 2013 FCAT 2.0 Science, 63% (111) students in Grade 5 scored at Levels 4-5. Our goal for the 2014 FCAT 2.0 Science is for at least 64% of students to score at Levels 4-5, an increase of two percentage points. An increase of participation in the use of technology, scientific enrichment activities, science competitions and science clubs is needed to motivate learners in the field of Science.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Quarterly Assessments and FCAT 2.0.

**Person or Persons Responsible**

RTI Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Science FCAT 2.0 results

## G5. Increase student participation and experiences in STEM related activities.

### Targets Supported

- STEM - All Levels

### Resources Available to Support the Goal

- Lego Kits
- Technology
- District Science Fair Packet

### Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, students in grades 4-5 participated in the school's Science Fair by submitting individual student projects. Our goal for the 2013-2014 school year is to increase the number of students participating in the school's science fair by including third grade.
- Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of project based activities.

### Plan to Monitor Progress Toward the Goal

Projects implemented through Fairchild Challenge, School Science Fair and District Science Fair entries.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Number of entries to the District Science Fair, Increased participation of School's Science Fair, Increased opportunities through Lego Club and Fairchild Challenge.

**G6.** In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- District Attendance Reports
- Electronic Gradebook Attendance
- Daily Attendance Reports
- Student Services District Reports

**Targeted Barriers to Achieving the Goal**

- The results of the 2012-2013 Early Warning Systems data indicate that students who miss 10 percent or more of available instructional time is 3%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 2%. The data shows that some students are having difficulty attending school on a regular basis due to the increase in out of area transfers and medical issues.
- The results of the 2012-2013 Early Warning Systems data indicates that students that receive two or more behavior referrals is 4%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 3%. The data shows that there is an increase of students with inattentive behaviors as documented by referrals through Student Case Management Forms.
- The results of the 2012-2013 Early Warning Systems data indicate that 0% of students were retained in third grade. However, four students were retained in Kindergarten and First grade.
- The results of the 2012-2013 Early Warning Systems data indicate that 19% of students were not proficient in Reading by third grade. The goal for the 2013-2014 school year is to decrease the amount of students by two percentage points to 17%. Students are having difficulty achieving proficiency in Reading by third grade due to lack of fluency and comprehension.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, the MTSS Leadership Team/Rtl team and administrators will review early warning system data and and conduct MTSS Leadership Team/Rtl meetings as necessary.

**Person or Persons Responsible**

MTSS Leadership Team/Assistant Principals

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Attendance Reports, Referrals Reports, 2013-2014 Early Warning Systems Data



**G7.** The parents of Pinecrest Elementary students are highly involved. Last year, we had a total of 3,102 volunteer hours recorded, making the school eligible for the Golden School award. The school's goal is to increase the volunteer hours to 3,200.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- PTA Membership Log

**Targeted Barriers to Achieving the Goal**

- Parents of students that live out of area do not have the opportunity to volunteer. Most of these parents have employment that limit their availability.

**Plan to Monitor Progress Toward the Goal**

Number of hours will increase, on an average, from last year. Increase awareness of parents to log in as they volunteer to ensure accurate count of participation.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Increased volunteer hours recorded from the previous school year.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 - Reading, 82% of students at Pinecrest Elementary School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87% of students to score at Level 3 or above, an increase of five percentage points.

**G1.B1** Results from the FCAT 2.0 Reading assessment indicate that 58% of Economically Disadvantaged students scored at Level 3 or above. The goal for 2014 is 75%, an increase of 17 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text. Students lack the ability to organize informational text and text feature to perform a task.

**G1.B1.S1** Provide a variety of instructional strategies and activities to interpret text features, such as graphics, legends, illustrations, diagrams, charts, and keys.

### Action Step 1

Provide instructional opportunities for students to use real-world documents such as how-to articles, brochures, fliers, and websites to locate, interpret and organize information from text features.

#### Person or Persons Responsible

Teachers in grades 3-5

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student work samples; lesson plans.

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

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

#### Person or Persons Responsible

Principal, Assistant Principals

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Successmaker and Reading Plus data reports; walk-through logs

## Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

### Person or Persons Responsible

Principal, Assistant Principals

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

**G1.B2** Results from the FCAT 2.0 Reading assessment indicate that 32% of Students With Disabilities scored at Level 3 or above. The goal for 2014 is 57%, an increase of 25 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text. Students demonstrate difficulties in determining the validity and reliability of information within and across texts.

**G1.B2.S1** Provide a variety of instructional strategies and activities to help students recognize the characteristics of reliable and valid information.

### Action Step 1

Provide instructional opportunities for students to locate and interpret the characteristics of reliable and valid information found in text, orally or through written format.

### Person or Persons Responsible

Teachers in grades 3-5

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student work samples, journals, test, lesson plans

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Successmaker and Reading Plus data reports; walk-through logs

### **Plan to Monitor Effectiveness of G1.B2.S1**

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

**G1.B3** Results from the FCAT 2.0 Reading assessment indicate that 59% of the English Language Learner students scored at Level 3 or above. The goal for 2014 is 67%, an increase of eight percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to limited knowledge on base words and affixes to determine meaning of words for context clues.

**G1.B3.S1** Provide instruction using context clues to allow students the ability to build their knowledge of words, word relationships, and multiple meanings of words.

### **Action Step 1**

Provide instructional opportunities for students to practice and build confidence reading in all content areas.

#### **Person or Persons Responsible**

Teachers in grades 3-5, ESOL teacher

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Student work samples, test, quizzes, lesson plans

#### **Facilitator:**

Reading/Language Arts Chairperson, PD Liason

#### **Participants:**

Reading Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Successmaker and Reading Plus data reports; walk-through logs

## Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

### Person or Persons Responsible

Principal and Assistant Principals

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

**G1.B4** Results from the FCAT 2.0 Reading assessment indicate that 75% of the Hispanic student population scored at Level 3 or above. The goal for 2014 is 86%, an increase of 11 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to a lack of understanding of multiple meaning words, figurative language and general academic and domain specific words and phrases.

**G1.B4.S1** Provide instructional opportunities during pre-reading activities for the use of concept maps to help build general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

### Action Step 1

Provide instructional opportunities for students to use sentence and word context to determine meaning in written text.

### Person or Persons Responsible

Teachers in grades 3-5

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student work samples, test, lesson plans

### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Reading Plus and Successmaker data reports; walk-through logs

### **Plan to Monitor Effectiveness of G1.B4.S1**

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

**G1.B5** Results from the FCAT 2.0 Reading assessment indicate that 85% of the Asian student population scored at Level 3 or above. The goal for 2014 is 92%, an increase of seven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary. Students cannot have skills reinforced at home due to family language barriers.

**G1.B5.S1** Provide students with instructional strategies and activities that involve reading from a variety of text, using word walls, wordly wise, vocabulary maps, affix and root words, concept maps and personal dictionaries.

**Action Step 1**

Provide instructional opportunities for students to practice and build confidence reading in all content areas.

**Person or Persons Responsible**

Teachers grades 3-5

**Target Dates or Schedule**

weekly

**Evidence of Completion**

student work sample, lesson plans, test, quizzes

**Plan to Monitor Fidelity of Implementation of G1.B5.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Successmaker and Reading Plus data reports; walk-through logs



## Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

### Person or Persons Responsible

Principal and Assistant Principals

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

**G1.B6** Results from the FCAT 2.0 Reading assessment indicate that 19% of students scored at Level 3. The goal for 2014 is 23%, an increase of four percentage points. The area offering the greatest opportunity for improvement is Reporting Category 2 - Reading Application. Students have a difficult time determining the Author's Purpose and Author's Perspective, and reading while comprehending literature and informational text at the high end of the 2-3 text complexity band independently.

**G1.B6.S1** Provide instruction and support on utilizing appropriate text that includes identifiable author's purpose for writing, including information, telling a story, conveying a particular mood, entertaining, explain, identify main idea whether implied or stated, make inferences and draw conclusions.

### Action Step 1

Provide grade level appropriate texts that include identifiable author's purpose and author's perspective.

### Person or Persons Responsible

Teachers in grades 3-5

### Target Dates or Schedule

weekly

### Evidence of Completion

Student work samples. lesson plans

### **Plan to Monitor Fidelity of Implementation of G1.B6.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Successmaker and Reading Plus data reports; walk-through logs

### **Plan to Monitor Effectiveness of G1.B6.S1**

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

**G1.B7** Results from the FCAT 2.0 Reading assessment indicate that 63% of students scored at Levels 4 and 5. The goal for 2014 is 65%, an increase of two percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process. In order for students to increase their Reading skills in this area they will need more exposure to informational texts and analyze proficiently text features to draw information.

**G1.B7.S1** Provide students with a variety of instructional strategies and activities to interpret graphical informational such as graphics, legends, illustrations, diagram, charts, and keys.

**Action Step 1**

Provide students opportunities to use how-to articles, brochures, fliers, websites, and other real world documents

**Person or Persons Responsible**

Teachers in grades 3-5

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work samples, lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B7.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Reading Plus and Successmaker data reports; walk-through logs

## Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

### Person or Persons Responsible

Principal and Assistant Principals

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

**G1.B8** Results from the FCAT 2.0 Reading assessment indicate that 73% of students made Reading learning gains. The goal for 2014 is 76%, an increase of three percentage points. Students would make greater learning gains if differentiated instructional learning groups were more data-driven.

**G1.B8.S1** Provide individualized focus instruction in small groups geared to improve areas of weakness identified through observations or assessments.

### Action Step 1

Provide DI instruction throughout the year.

### Person or Persons Responsible

Teachers grades 3-5

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student work samples, data, assessments, lesson plans

### **Plan to Monitor Fidelity of Implementation of G1.B8.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Successmaker and Reading Plus data reports; walk-through logs

### **Plan to Monitor Effectiveness of G1.B8.S1**

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

**G1.B9** Results from the FCAT 2.0 Reading assessment indicate that 66% of students in the Lowest 25% population made Reading learning gains. The goal for 2014 is 69%, an increase of three percentage points. Students in this population group would benefit from an additional thirty minutes of daily Reading instruction.

**G1.B9.S1** Provide the lowest 25% population in grades 3-5 an additional thirty minutes of Reading instruction throughout the week.

**Action Step 1**

Provide students with an additional thirty minutes of Reading using SuccessMaker as our intervention tool.

**Person or Persons Responsible**

Teachers in grades 3-5

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Data reports

**Plan to Monitor Fidelity of Implementation of G1.B9.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Successmaker and Reading Plus data reports; walk-through logs

## Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

### Person or Persons Responsible

Principal and Assistant Principals

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will increase mastery of benchmarks on the formative assessment, Interim Assessment and demonstrate growth in the data reports taken from SuccessMaker.

**G1.B10** Based on the 2013 CELLA data, 54% (76) ELL students were proficient in Listening and Speaking. The goal for 2014 is 59%, an increase of five percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to limited exposure and fluency in the the English language and limited English language opportunities to practice at home.

**G1.B10.S1** Provide students with instructional strategies and activities that involve reading from a variety of text, using word walls, wordly wise, vocabulary maps, affix and root words, concept maps and personal dictionaries.

### Action Step 1

Provide instructional opportunities for students to practice and build confidence in Reading in all content areas.

### Person or Persons Responsible

Teachers in grades 3-5, ESOL teacher

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student work samples, lesson plans

### **Plan to Monitor Fidelity of Implementation of G1.B10.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Reading Plus and Successmaker data reports; walk-through logs

### **Plan to Monitor Effectiveness of G1.B10.S1**

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment



**G1.B11** Based on the 2013 CELLA data, 33% (47) ELL students were proficient in Reading. The goal for 2014 is 40%, an increase of seven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 2 - Reading Application, due to limited exposure to the language and students' lack of ability to draw conclusions to make inferences.

**G1.B11.S1** Provide instructional support and guides to help students focus on what the author thinks and feels, in order to draw conclusions and make appropriate inferences on the author's intent.

**Action Step 1**

Provide opportunities for students to refer to details and examples in a text to identify author's purpose and perspective.

**Person or Persons Responsible**

Teachers in grades 3-5

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work samples, lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B11.S1**

The administrative team will monitor classroom intervention and differentiated instruction during walk-throughs. In addition, they will monitor fidelity to supplemental programs such as Reading Plus and Successmaker through data reports.

**Person or Persons Responsible**

Principal, Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Reading Plus and Successmaker reports; walk-through logs

## Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

### Person or Persons Responsible

Principal, Assistant Principals

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessments - District Interim Assessments

**G1.B12** Based on the 2013 CELLA data, 36% (51) ELL students were proficient in Writing. The goal for 2014 is 42%, an increase of six percentage points. Students in this subgroup exhibit a fear of Writing and do not have the home assistance necessary to reinforce the Writing skills learned in class.

**G1.B12.S1** Provide students the opportunity to use dictionaries as a tool to identify words and concept written in text.

### Action Step 1

Provide instruction and guides on how to use dictionaries to identify words and express thoughts.

### Person or Persons Responsible

Teachers in grades 3-5, ESOL teacher

### Target Dates or Schedule

Daily

### Evidence of Completion

Student work samples, lesson plans

### Plan to Monitor Fidelity of Implementation of G1.B12.S1

Classroom walk-thoughts

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Classroom walk-thought logs

### Plan to Monitor Effectiveness of G1.B12.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment. 2014 CELLA results

**G2.** Results of 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing is for 85% of students to score at a 3.5 or higher, an increase of two percentage points.

**G2.B1** Results from the 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. The goal for 2014 is to increase the percentage of student scoring 3.5 or higher to 85%, an increase of two percentage points. The area offering the greatest opportunity for improvement is the Category- Editing for Language Conventions. Students have displayed difficulty with proper use of conventions of sentence structure, mechanics, usage, punctuation, and spelling.

**G2.B1.S1** The students will be provided opportunities for individual conferencing, peer editing and group discussions to ensure correct use of spelling, punctuation (including end punctuation) apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives to assist in creating voice within a writing piece.

### **Action Step 1**

Utilize the Writing rubric to ensure student include all components that will aim toward a score of 6. Conference individually, with peers or as a group to edit and revise as necessary to develop writing skills.

#### **Person or Persons Responsible**

Language Arts Teachers

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Writing Samples

#### **Facilitator:**

Language Arts Department Head

#### **Participants:**

Language Arts Teachers

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

Classroom walk-throughs

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

Monthly writing samples; walk-through logs

## Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student writing samples and monthly writing assessments. Feedback will be provided to teachers during grade level meetings.

### Person or Persons Responsible

Principal, Assistant Principals

### Target Dates or Schedule

Monthly

### Evidence of Completion

Students will increase the Writing score as evidenced by monthly writing scores in both Narrative and Expository; FCAT 2.0 Writing results.

**G3.** Scores on the 2013 FCAT 2.0 Mathematics assessment indicate that 84% of students in grades 3-5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

**G3.B1** Results from the 2013 FCAT 2.0 Mathematics indicate that 36% of students in the Students With Disabilities subgroup scored at proficiency Level 3 or above. The goal for 2014 is that 51% of the same subgroup score at or above proficiency. Data suggests that the area offering the greatest opportunity for improvement is Reporting Category 2: Base Ten & Fractions. Verifying the reasonableness of number operation results, especially in problem situations, is difficult for students in this subgroup due to Reading limitations such as Mathematics vocabulary words that are presented when solving real-word problems.

**G3.B1.S1** Provide instructional support and practice of common core state standards needed to develop understanding in the areas of fractions, fraction equivalence and comparison through the use of hands-on manipulatives and engaging activities.

### Action Step 1

Provide instructional opportunities for students to represent and identify fractions (including fractions greater than 1) using models and arrays.

### Person or Persons Responsible

Teachers in grades 3-5

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student samples, lesson plans, test/quizzes, Successmaker reports, Interim Assessments

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom walk-throughs

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Classroom walk-through logs

### Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students will increase mastery of benchmarks on the formative assessments, Interim Assessment

**G3.B2** According to the results of the 2013 FCAT 2.0 Mathematics, 21% of students scored at Level 3. The 2014 target is that 23% of students in grades 3-5 score at Level 3. In order to support this two percentage point increase, geometric knowledge and spatial reasoning needs to be further developed for understanding area, volume, and surface area; students exhibit limitation in selecting the appropriate units, strategies, and tools to solve problems involving these measures.

**G3.B2.S1** Provide instructional opportunities for students to identify or describe situations that require the use of a formula (area, volume) in a real-world context, allow for the use and practice of rulers to find the area and volume of different shapes.

### **Action Step 1**

Provide students instructional support and practice creating and drawing shapes using paper, manipulatives, and geoboards. Expand development of students understanding by finding the area and volume of real-world object with the use of different tools.

#### **Person or Persons Responsible**

Teachers in grades 3-5

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Student work samples. lesson plans, test, quizzes, Successmaker reports, Interim Assessment data

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Classroom walk-thoughts

#### **Person or Persons Responsible**

Principal and Assistant Principals

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Classroom walk-thought logs

### Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

#### Person or Persons Responsible

Principal and Assistant Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Students will increase mastery of benchmarks on formative assessments, Interim assesment.

**G3.B3** Data results of the 2013 FCAT 2.0 Mathematics indicate that 63% of students scored at Levels 4-5. The goal for 2014 is that 64% of the students score at Levels 4-5, an increase of one percentage point. This increase will be supported by additional practice in solving problems involving fractions and developing rationale for responding to practical situations involving the relationships of fractions. Students will need more opportunities for exploring mathematics through the use of manipulatives/models as students need to understand mathematical concepts beyond the classroom; application of real-world scenarios.

**G3.B3.S1** Provide instructional support and practice needed to develop fluency of addition and subtraction of fractions with both like and unlike numerators: allow students to write or create visuals models of real world situations.

#### Action Step 1

Provide students with support and practice using Thinkcentral. Assignments will be individualized to further enhance students progress in the targeted benchmark.

#### Person or Persons Responsible

Teachers in grades 3-5

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student work samples, lesson plans, test, quizzes, Thinkcentral assignments that show Differentiated Instruction taking place



### Plan to Monitor Fidelity of Implementation of G3.B3.S1

Classroom walk-throughs

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Classroom walk-through logs

### Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students will increase mastery of benchmarks on formative assessments, Interim assessments.

**G3.B4** Results of the 2013 FCAT 2.0 Mathematics indicate that 79% of students made Learning Gains. An increase of two percentage points must be attained to reach the 81% target in 2014. While there are Mathematics classrooms that demonstrate the use of differentiated instruction, there are still others that teach and remediate using whole group instruction only.

**G3.B4.S1** Provide instructional opportunities for students to grow at their individual pace using DI to guide and enhance their knowledge in grades 3-5.

**Action Step 1**

Use DI to target and gear instruction, provide students with either remediation or enrichment activities.

**Person or Persons Responsible**

Teachers in grades 3-5

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work, lesson plans, Thinkcentral activities showing evidence of Differentiated Instruction, Successmaker reports

**Facilitator:**

Mathematics Chairperson, PD Liason

**Participants:**

Mathematics Teachers

**Plan to Monitor Fidelity of Implementation of G3.B4.S1**

Classroom walk-thoughts

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Classroom walk-through logs

### Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

#### Person or Persons Responsible

Principal and Assistant Principals

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Students will increase mastery of benchmarks on formative assessments, Interim assessment

**G3.B5** FCAT 2.0 Mathematics data results indicate that 74% of students in the Lowest 25% population achieved Learning Gains. Learning Gains of the Lowest 25% population must increase to 77%, an increase of three percentage points on the 2014 FCAT 2.0 Mathematics. Students in the Lowest 25% population struggle with the understanding of and fluency with division of whole numbers; and, developing an understanding of and fluency with addition and subtraction of decimals.

**G3.B5.S1** Identify lowest performing students in grades 3-5 based on the 2013 FCAT results and establish an intervention schedule using SuccessMaker for an additional thirty minutes of instruction 4-5 times a week.

#### Action Step 1

Identify lowest performing students in each classroom and provide DI in each area of weakness.

#### Person or Persons Responsible

Teachers in grades 3-5

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student work samples, SuccessMaker reports, lesson plans, test, quizzes

### Plan to Monitor Fidelity of Implementation of G3.B5.S1

Classroom walk-thoughts

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Classroom walk-thought logs

### Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students will increase mastery of benchmarks on formative assessments, Interim assessments, SuccessMaker

**G4.** The 2013 FCAT 2.0 Science assessment indicates that 75% (132) of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

**G4.B1** Results from the 2013 FCAT 2.0 Science indicate that 12% (21) of fifth grade students scored at Level 3. The percentage of students scoring at Level 3 must increase to 14% to meet the target goal in 2014, an increase of two percentage points. Opportunities for data chats that provide useful information and corrective strategies to students are limited.

**G4.B1.S1** Participate in data chats with fifth grade students on a quarterly basis.

### **Action Step 1**

Students in grade 5 will engage in quarterly data chats with teachers to go over specific benchmarks that should be reviewed. Further, students will expand their knowledge by selecting a prescriptive activity that will develop their area of deficiency, i.e. reading response to non-fiction book, inquiry-based hands-on activity.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data chat worksheet with prescriptive activities.

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

Conduct monthly data chats with teachers to ensure student data chats in grade 5 are being conducted. Review format for student data chats and how prescriptive activities are selected for students.

#### **Person or Persons Responsible**

Principal, Assistant Principals

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Data chat worksheets, lesson plans

## Plan to Monitor Effectiveness of G4.B1.S1

Monthly data chats will be held with teachers to ascertain effectiveness of student data chats through examination of prescriptive activities and differentiated instruction.

### Person or Persons Responsible

Principal, Assistant Principals

### Target Dates or Schedule

Monthly

### Evidence of Completion

Analysis of student work; grade level/data chat agenda and minutes.

**G4.B2** According to results from the 2013 FCAT 2.0 Science, 63% (111) students in Grade 5 scored at Levels 4-5. Our goal for the 2014 FCAT 2.0 Science is for at least 64% of students to score at Levels 4-5, an increase of two percentage points. An increase of participation in the use of technology, scientific enrichment activities, science competitions and science clubs is needed to motivate learners in the field of Science.

**G4.B2.S1** Provide opportunities for students to participate in Science enrichment activities via Fairchild Challenge, Lego Robotics club, classroom science inquiry projects, and Elementary Science Fair.

### Action Step 1

Students will participate in classroom science inquiry projects and articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Completion of Science Labs as evidenced in Science journals.

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Administration will conduct regular classroom walkthroughs.

#### **Person or Persons Responsible**

Principal, Assistant Principals

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Classroom walkthrough logs

### **Plan to Monitor Effectiveness of G4.B2.S1**

Administration will conduct regular classroom walkthroughs to determine the effectiveness of science lab investigations. Further, ascertain that students are making connections of scientific concepts and processes as evidenced by high order thinking questioning strategies that increase student conceptual understanding.

#### **Person or Persons Responsible**

Principal, Assistant Principals

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Analysis of student Science journals; Classroom Walkthrough logs

**G5. Increase student participation and experiences in STEM related activities.**

**G5.B1** During the 2012-2013 school year, students in grades 4-5 participated in the school's Science Fair by submitting individual student projects. Our goal for the 2013-2014 school year is to increase the number of students participating in the school's science fair by including third grade.

**G5.B1.S1** Teachers in grades 3 -5 will teach the Scientific Method and motivate students to participate in the School's Science Fair. Additionally, four projects will be submitted to the District's Science Fair.

**Action Step 1**

As Science Fair packets are distributed to students, teachers will motivate students to participate in the School's Science Fair. This will not only improve the quality of projects submitted, but will increase the number of participants in the District Science Fair from Pinecrest Elementary.

**Person or Persons Responsible**

Teachers in grades 3 -5

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Rubrics from School Science Fair, Entries to District Science Fair

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Administration will review the quality of projects submitted to the school's Science Fair and review the number of entries into the District Science Fair.

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

At the end of the First Quarter

**Evidence of Completion**

Submittal of entries to the District Science Fair, rubrics for school Science Fair.



### Plan to Monitor Effectiveness of G5.B1.S1

Ascertain that school's Science Fair rubrics are correlated to the District's rubrics to attain the same high caliber level of projects.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

End of the First Quarter.

**Evidence of Completion**

Number of submittals to the 2013-2014 District Science Fair

**G5.B2** Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of project based activities.

**G5.B2.S1** Increase activities for students to design and develop science, math and engineering projects utilizing technology such as Discovery, Lego Robotics, to increase scientific thinking and the development of project based activities.

**Action Step 1**

Projects through Fairchild Challenge, Lego Robotics

**Person or Persons Responsible**

Club Sponsors, teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Participation in Fairchild Challenge, Lego Robotics Projects created

### Plan to Monitor Fidelity of Implementation of G5.B2.S1

Club Implementation and Facilitation, Participation in Fairchild Activities

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Projects Developed and submitted for Fairchild Challenge

### Plan to Monitor Effectiveness of G5.B2.S1

Club Implementation and Facilitation, Participation in Fairchild Activities

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Projects submitted for Fairchild Challenge, District Science Participation

**G6.** In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.

**G6.B1** The results of the 2012-2013 Early Warning Systems data indicate that students who miss 10 percent or more of available instructional time is 3%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 2%. The data shows that some students are having difficulty attending school on a regular basis due to the increase in out of area transfers and medical issues.

**G6.B1.S1** Parents would be advised of the District attendance policy that requires a physician note after 5 absences each semester. An Attendance Review Committee meeting will be held after the fifth unexcused absence each semester, including the School's Social Worker to provide strategies for parents and students.

**Action Step 1**

Record on Electronic Gradebook

**Person or Persons Responsible**

Homeroom teacher

**Target Dates or Schedule**

Daily Attendance

**Evidence of Completion**

Daily Attendance Bulletin

**Facilitator:**

Electronic Gradebook Administrator

**Participants:**

Homeroom teacher

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

The attendance clerk will run the daily attendance report at 10:00 AM. This report identifies the homeroom teachers who have not completed their daily attendance. Once all teachers have taken the homeroom attendance, the attendance clerk will upload the official school attendance on ISIS. Reports on student absences will be requested and downloaded through Control-D and monitored to determine if truancy is an issue. ARC meetings will be scheduled accordingly.

#### **Person or Persons Responsible**

Attendance Clerk, Assistant Principals

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Daily Gradebook Report, Weekly Attendance Reports

### **Plan to Monitor Effectiveness of G6.B1.S1**

Parents will be contacted when students develop a pattern of absenteeism.

#### **Person or Persons Responsible**

Homeroom Teacher/Assistant Principals

#### **Target Dates or Schedule**

Weekly attendance updates

#### **Evidence of Completion**

Conference and contact logs, ARC meetings

**G6.B2** The results of the 2012-2013 Early Warning Systems data indicates that students that receive two or more behavior referrals is 4%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 3%. The data shows that there is an increase of students with inattentive behaviors as documented by referrals through Student Case Management Forms.

**G6.B2.S1** Classroom teachers will meet with parents to develop behavior charts to identify replacement behaviors.

**Action Step 1**

Develop behavior charts and monitor the effectiveness and provide incentives for positive behaviors. Utilize the Student Code of Conduct and provide incentives through monthly Parrot Club recognition program. Showcase role model students on morning announcements.

**Person or Persons Responsible**

Classroom Teachers, School Counselor

**Target Dates or Schedule**

Weekly/Monthly

**Evidence of Completion**

Completed behavior charts, Parrot Club Winner Announcements

**Plan to Monitor Fidelity of Implementation of G6.B2.S1**

Completed behavior charts that identify target behaviors and student's success rate. Student SCAMS/ behavior referrals.

**Person or Persons Responsible**

Classroom Teachers, Administration, Counselor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monitor monthly SCAMS reports

## Plan to Monitor Effectiveness of G6.B2.S1

Monitor SCAMS, behavior referrals and behavior charts that demonstrate students' ability to attain replacement behavior.

### Person or Persons Responsible

Teachers, Administrators, Counselors

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly SCAMS report

**G6.B3** The results of the 2012-2013 Early Warning Systems data indicate that 0% of students were retained in third grade. However, four students were retained in Kindergarten and First grade.

**G6.B3.S1** Monitor student progress through formative assessment data and ensure proper tier support system to ensure mastery of grade level objectives.

### Action Step 1

At-risk students will be identified and provided thirty minutes of additional reading intervention.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Successmaker reports, WonderWorks implementation

### Facilitator:

Reading/Language Arts Department Chairperson

### Participants:

Reading teachers

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

The administrative team will monitor classroom intervention, additional tier support intervention through supplemental programs, and differentiated instruction during walk-throughs.

#### **Person or Persons Responsible**

Principal, Assistant Principals

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Successmaker, Reading Plus, WonderWorks activities, Walk-through logs

### **Plan to Monitor Effectiveness of G6.B3.S1**

Following the FCIM model, the administrative team will discuss effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

#### **Person or Persons Responsible**

Principal, Assistant Principals

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Students will increase mastery of benchmarks on the formative assessments, Interim Assessments.

**G6.B4** The results of the 2012-2013 Early Warning Systems data indicate that 19% of students were not proficient in Reading by third grade. The goal for the 2013-2014 school year is to decrease the amount of students by two percentage points to 17%. Students are having difficulty achieving proficiency in Reading by third grade due to lack of fluency and comprehension.

**G6.B4.S1** Students will be provided opportunities to improve reading fluency and reading comprehension through exposure to read-alouds, teacher modeling, phonics instruction, phonemic awareness, and comprehension skill strategies. At-risk students will be identified and provided thirty minutes of additional reading intervention. In addition, after school tutoring will be available to those students identified at risk.

**Action Step 1**

Provide support to at-risk students needing an additional 30 minutes of instruction in Reading in lieu of Spanish. Students will also be provided after school tutoring in the area of Reading for an additional two hours per week.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Successmaker data reports, WonderWorks activities

**Plan to Monitor Fidelity of Implementation of G6.B4.S1**

The administrative team will monitor classroom intervention, additional tier support intervention through supplemental programs, and differentiated instruction during walk-throughs.

**Person or Persons Responsible**

Principal, Assistant Principals

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Successmaker reports, WonderWorks activities, walk-through logs.



## Plan to Monitor Effectiveness of G6.B4.S1

Following the FCIM, the administrative team will discuss the effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

### Person or Persons Responsible

Principal, Assistant Principals

### Target Dates or Schedule

Monthly

### Evidence of Completion

Formative Assessments, District Interim Assessments

**G7.** The parents of Pinecrest Elementary students are highly involved. Last year, we had a total of 3,102 volunteer hours recorded, making the school eligible for the Golden School award. The school's goal is to increase the volunteer hours to 3,200.

**G7.B1** Parents of students that live out of area do not have the opportunity to volunteer. Most of these parents have employment that limit their availability.

**G7.B1.S1** Increase opportunities for parents to volunteer before or after school, or on special school events such as Family Fun Day which are held on Saturdays.

### Action Step 1

Encourage parental involvement and registration for school volunteers on the school's electronic newsletter, Parrot Talk.

### Person or Persons Responsible

PTA Board

### Target Dates or Schedule

Weekly

### Evidence of Completion

Parrot Talk electronic newsletter articles

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

The Principal will contact the PTA regarding reminders of events where parents can volunteer. Additionally, a designated office clerk will facilitate processing of parent volunteers to ensure accessibility and availability of the volunteers.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Increased number of volunteers as evidenced in Volunteer Log.

### **Plan to Monitor Effectiveness of G7.B1.S1**

Assign clerk in the office to perform a monthly count of hours logged in the Volunteer Log book kept in the Main Office.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Total number of hours completed by volunteers on a monthly basis.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** On the 2013 FCAT 2.0 - Reading, 82% of students at Pinecrest Elementary School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87% of students to score at Level 3 or above, an increase of five percentage points.

**G1.B3** Results from the FCAT 2.0 Reading assessment indicate that 59% of the English Language Learner students scored at Level 3 or above. The goal for 2014 is 67%, an increase of eight percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to limited knowledge on base words and affixes to determine meaning of words for context clues.

**G1.B3.S1** Provide instruction using context clues to allow students the ability to build their knowledge of words, word relationships, and multiple meanings of words.

### PD Opportunity 1

Provide instructional opportunities for students to practice and build confidence reading in all content areas.

#### Facilitator

Reading/Language Arts Chairperson, PD Liason

#### Participants

Reading Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student work samples, test, quizzes, lesson plans

**G2.** Results of 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing is for 85% of students to score at a 3.5 or higher, an increase of two percentage points.

**G2.B1** Results from the 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. The goal for 2014 is to increase the percentage of student scoring 3.5 or higher to 85%, an increase of two percentage points. The area offering the greatest opportunity for improvement is the Category- Editing for Language Conventions. Students have displayed difficulty with proper use of conventions of sentence structure, mechanics, usage, punctuation, and spelling.

**G2.B1.S1** The students will be provided opportunities for individual conferencing, peer editing and group discussions to ensure correct use of spelling, punctuation (including end punctuation) apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives to assist in creating voice within a writing piece.

### **PD Opportunity 1**

Utilize the Writing rubric to ensure student include all components that will aim toward a score of 6. Conference individually, with peers or as a group to edit and revise as necessary to develop writing skills.

#### **Facilitator**

Language Arts Department Head

#### **Participants**

Language Arts Teachers

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Writing Samples

**G3.** Scores on the 2013 FCAT 2.0 Mathematics assessment indicate that 84% of students in grades 3-5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

**G3.B4** Results of the 2013 FCAT 2.0 Mathematics indicate that 79% of students made Learning Gains. An increase of two percentage points must be attained to reach the 81% target in 2014. While there are Mathematics classrooms that demonstrate the use of differentiated instruction, there are still others that teach and remediate using whole group instruction only.

**G3.B4.S1** Provide instructional opportunities for students to grow at their individual pace using DI to guide and enhance their knowledge in grades 3-5.

### **PD Opportunity 1**

Use DI to target and gear instruction, provide students with either remediation or enrichment activities.

#### **Facilitator**

Mathematics Chairperson, PD Liason

#### **Participants**

Mathematics Teachers

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Student work, lesson plans, Thinkcentral activities showing evidence of Differentiated Instruction, Successmaker reports

**G6.** In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.

**G6.B1** The results of the 2012-2013 Early Warning Systems data indicate that students who miss 10 percent or more of available instructional time is 3%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 2%. The data shows that some students are having difficulty attending school on a regular basis due to the increase in out of area transfers and medical issues.

**G6.B1.S1** Parents would be advised of the District attendance policy that requires a physician note after 5 absences each semester. An Attendance Review Committee meeting will be held after the fifth unexcused absence each semester, including the School's Social Worker to provide strategies for parents and students.

### **PD Opportunity 1**

Record on Electronic Gradebook

#### **Facilitator**

Electronic Gradebook Administrator

#### **Participants**

Homeroom teacher

#### **Target Dates or Schedule**

Daily Attendance

#### **Evidence of Completion**

Daily Attendance Bulletin

**G6.B3** The results of the 2012-2013 Early Warning Systems data indicate that 0% of students were retained in third grade. However, four students were retained in Kindergarten and First grade.

**G6.B3.S1** Monitor student progress through formative assessment data and ensure proper tier support system to ensure mastery of grade level objectives.

**PD Opportunity 1**

At-risk students will be identified and provided thirty minutes of additional reading intervention.

**Facilitator**

Reading/Language Arts Department Chairperson

**Participants**

Reading teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Successmaker reports, WonderWorks implementation



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 - Reading, 82% of students at Pinecrest Elementary School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87% of students to score at Level 3 or above, an increase of five percentage points.	\$13,805
G2.	Results of 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing is for 85% of students to score at a 3.5 or higher, an increase of two percentage points.	\$200
G3.	Scores on the 2013 FCAT 2.0 Mathematics assessment indicate that 84% of students in grades 3-5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.	\$7,000
G4.	The 2013 FCAT 2.0 Science assessment indicates that 75% (132) of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.	\$2,000
G5.	Increase student participation and experiences in STEM related activities.	\$80
G6.	In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.	\$12,500
<b>Total</b>		<b>\$35,585</b>

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Other	Total
PTA	\$18,000	\$0	\$0	\$18,000
Special purpose	\$200	\$0	\$0	\$200
EESAC	\$1,000	\$0	\$0	\$1,000
Gifted Money	\$0	\$801	\$0	\$801
MESA	\$0	\$504	\$0	\$504
Village of Pinecrest- Taste of Pinecrest	\$5,000	\$0	\$0	\$5,000
Special Purpose Funds	\$0	\$0	\$80	\$80
Village grant	\$10,000	\$0	\$0	\$10,000
<b>Total</b>	<b>\$34,200</b>	<b>\$1,305</b>	<b>\$80</b>	<b>\$35,585</b>

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** On the 2013 FCAT 2.0 - Reading, 82% of students at Pinecrest Elementary School scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 87% of students to score at Level 3 or above, an increase of five percentage points.

**G1.B1** Results from the FCAT 2.0 Reading assessment indicate that 58% of Economically Disadvantaged students scored at Level 3 or above. The goal for 2014 is 75%, an increase of 17 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text. Students lack the ability to organize informational text and text feature to perform a task.

**G1.B1.S1** Provide a variety of instructional strategies and activities to interpret text features, such as graphics, legends, illustrations, diagrams, charts, and keys.

### **Action Step 1**

Provide instructional opportunities for students to use real-world documents such as how-to articles, brochures, fliers, and websites to locate, interpret and organize information from text features.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Time for Kids Magazines

#### **Funding Source**

PTA

#### **Amount Needed**

\$1,000

**G1.B2** Results from the FCAT 2.0 Reading assessment indicate that 32% of Students With Disabilities scored at Level 3 or above. The goal for 2014 is 57%, an increase of 25 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process due to limited exposure to informational text. Students demonstrate difficulties in determining the validity and reliability of information within and across texts.

**G1.B2.S1** Provide a variety of instructional strategies and activities to help students recognize the characteristics of reliable and valid information.

**Action Step 1**

Provide instructional opportunities for students to locate and interpret the characteristics of reliable and valid information found in text, orally or through written format.

**Resource Type**

Evidence-Based Program

**Resource**

Purchase and replenish technology equipment to utilize technologies to assist in increasing the percent of students at Level 3.

**Funding Source**

EESAC

**Amount Needed**

\$1,000

**G1.B3** Results from the FCAT 2.0 Reading assessment indicate that 59% of the English Language Learner students scored at Level 3 or above. The goal for 2014 is 67%, an increase of eight percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to limited knowledge on base words and affixes to determine meaning of words for context clues.

**G1.B3.S1** Provide instruction using context clues to allow students the ability to build their knowledge of words, word relationships, and multiple meanings of words.

**Action Step 1**

Provide instructional opportunities for students to practice and build confidence reading in all content areas.

**Resource Type**

Evidence-Based Materials

**Resource**

Additional Reading books for Wonders Program

**Funding Source**

Gifted Money

**Amount Needed**

\$801

**G1.B4** Results from the FCAT 2.0 Reading assessment indicate that 75% of the Hispanic student population scored at Level 3 or above. The goal for 2014 is 86%, an increase of 11 percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary, due to a lack of understanding of multiple meaning words, figurative language and general academic and domain specific words and phrases.

**G1.B4.S1** Provide instructional opportunities during pre-reading activities for the use of concept maps to help build general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

**Action Step 1**

Provide instructional opportunities for students to use sentence and word context to determine meaning in written text.

**Resource Type**

Evidence-Based Materials

**Resource**

Reading Wonders Materials

**Funding Source**

MESA

**Amount Needed**

\$504

**G1.B5** Results from the FCAT 2.0 Reading assessment indicate that 85% of the Asian student population scored at Level 3 or above. The goal for 2014 is 92%, an increase of seven percentage points. Students in this subgroup exhibited difficulty with Reporting Category 1 - Vocabulary. Students cannot have skills reinforced at home due to family language barriers.

**G1.B5.S1** Provide students with instructional strategies and activities that involve reading from a variety of text, using word walls, wordly wise, vocabulary maps, affix and root words, concept maps and personal dictionaries.

**Action Step 1**

Provide instructional opportunities for students to practice and build confidence reading in all content areas.

**Resource Type**

Evidence-Based Program

**Resource**

Wordly wise

**Funding Source**

PTA

**Amount Needed**

\$6,000

**G1.B7** Results from the FCAT 2.0 Reading assessment indicate that 63% of students scored at Levels 4 and 5. The goal for 2014 is 65%, an increase of two percentage points. Students in this subgroup exhibited difficulty with Reporting Category 4 - Informational Text/Research Process. In order for students to increase their Reading skills in this area they will need more exposure to informational texts and analyze proficiently text features to draw information.

**G1.B7.S1** Provide students with a variety of instructional strategies and activities to interpret graphical informational such as graphics, legends, illustrations, diagram, charts, and keys.

**Action Step 1**

Provide students opportunities to use how-to articles, brochures, fliers, websites, and other real world documents

**Resource Type**

Evidence-Based Program

**Resource**

Smartboard training

**Funding Source**

PTA

**Amount Needed**

\$1,500

**G1.B9** Results from the FCAT 2.0 Reading assessment indicate that 66% of students in the Lowest 25% population made Reading learning gains. The goal for 2014 is 69%, an increase of three percentage points. Students in this population group would benefit from an additional thirty minutes of daily Reading instruction.

**G1.B9.S1** Provide the lowest 25% population in grades 3-5 an additional thirty minutes of Reading instruction throughout the week.

**Action Step 1**

Provide students with an additional thirty minutes of Reading using SuccessMaker as our intervention tool.

**Resource Type**

Evidence-Based Program

**Resource**

Utilize funds to purchase/replenish technology equipment to allow the use of labs to run efficiently and print reports used for data monitoring.

**Funding Source**

PTA

**Amount Needed**

\$3,000



**G2.** Results of 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. Our goal for the 2014 FCAT 2.0 Writing is for 85% of students to score at a 3.5 or higher, an increase of two percentage points.

**G2.B1** Results from the 2013 FCAT 2.0 Writing indicate that 83% of students scored level 3.5 or higher. The goal for 2014 is to increase the percentage of student scoring 3.5 or higher to 85%, an increase of two percentage points. The area offering the greatest opportunity for improvement is the Category- Editing for Language Conventions. Students have displayed difficulty with proper use of conventions of sentence structure, mechanics, usage, punctuation, and spelling.

**G2.B1.S1** The students will be provided opportunities for individual conferencing, peer editing and group discussions to ensure correct use of spelling, punctuation (including end punctuation) apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives to assist in creating voice within a writing piece.

### **Action Step 1**

Utilize the Writing rubric to ensure student include all components that will aim toward a score of 6. Conference individually, with peers or as a group to edit and revise as necessary to develop writing skills.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Writing bracelets

#### **Funding Source**

Special purpose

#### **Amount Needed**

\$200

**G3.** Scores on the 2013 FCAT 2.0 Mathematics assessment indicate that 84% of students in grades 3-5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

**G3.B1** Results from the 2013 FCAT 2.0 Mathematics indicate that 36% of students in the Students With Disabilities subgroup scored at proficiency Level 3 or above. The goal for 2014 is that 51% of the same subgroup score at or above proficiency. Data suggests that the area offering the greatest opportunity for improvement is Reporting Category 2: Base Ten & Fractions. Verifying the reasonableness of number operation results, especially in problem situations, is difficult for students in this subgroup due to Reading limitations such as Mathematics vocabulary words that are presented when solving real-word problems.

**G3.B1.S1** Provide instructional support and practice of common core state standards needed to develop understanding in the areas of fractions, fraction equivalence and comparison through the use of hands-on manipulatives and engaging activities.

### **Action Step 1**

Provide instructional opportunities for students to represent and identify fractions (including fractions greater than 1) using models and arrays.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Math superstars

#### **Funding Source**

PTA

#### **Amount Needed**

\$2,000

**G3.B5** FCAT 2.0 Mathematics data results indicate that 74% of students in the Lowest 25% population achieved Learning Gains. Learning Gains of the Lowest 25% population must increase to 77%, an increase of three percentage points on the 2014 FCAT 2.0 Mathematics. Students in the Lowest 25% population struggle with the understanding of and fluency with division of whole numbers; and, developing an understanding of and fluency with addition and subtraction of decimals.

**G3.B5.S1** Identify lowest performing students in grades 3-5 based on the 2013 FCAT results and establish an intervention schedule using SuccessMaker for an additional thirty minutes of instruction 4-5 times a week.

**Action Step 1**

Identify lowest performing students in each classroom and provide DI in each area of weakness.

**Resource Type**

Evidence-Based Program

**Resource**

Utilize funds to purchase/replenish technology equipment to allow the use of labs to run efficiently and print reports used for data monitoring.

**Funding Source**

Village of Pinecrest- Taste of Pinecrest

**Amount Needed**

\$5,000

**G4.** The 2013 FCAT 2.0 Science assessment indicates that 75% (132) of students in Grade 5 achieved proficiency. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency by 3 percentage points.

**G4.B2** According to results from the 2013 FCAT 2.0 Science, 63% (111) students in Grade 5 scored at Levels 4-5. Our goal for the 2014 FCAT 2.0 Science is for at least 64% of students to score at Levels 4-5, an increase of two percentage points. An increase of participation in the use of technology, scientific enrichment activities, science competitions and science clubs is needed to motivate learners in the field of Science.

**G4.B2.S1** Provide opportunities for students to participate in Science enrichment activities via Fairchild Challenge, Lego Robotics club, classroom science inquiry projects, and Elementary Science Fair.

### **Action Step 1**

Students will participate in classroom science inquiry projects and articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

David Fairchild Challenge

#### **Funding Source**

PTA

#### **Amount Needed**

\$2,000

**G5. Increase student participation and experiences in STEM related activities.**

**G5.B1** During the 2012-2013 school year, students in grades 4-5 participated in the school's Science Fair by submitting individual student projects. Our goal for the 2013-2014 school year is to increase the number of students participating in the school's science fair by including third grade.

**G5.B1.S1** Teachers in grades 3 -5 will teach the Scientific Method and motivate students to participate in the School's Science Fair. Additionally, four projects will be submitted to the District's Science Fair.

**Action Step 1**

As Science Fair packets are distributed to students, teachers will motivate students to participate in the School's Science Fair. This will not only improve the quality of projects submitted, but will increase the number of participants in the District Science Fair from Pinecrest Elementary.

**Resource Type**

Other

**Resource**

Entries for each student into the District Science Fair

**Funding Source**

Special Purpose Funds

**Amount Needed**

\$80

**G6.** In monitoring the Early Warning Systems, the goal for our school will be to increase student attendance, decrease students retained in PreK-5, decrease students' non-proficient reading by 3rd grade, and decrease students with behavioral referrals.

**G6.B2** The results of the 2012-2013 Early Warning Systems data indicates that students that receive two or more behavior referrals is 4%. The goal for the 2013-2014 school year is to decrease the amount of students by one percentage point to 3%. The data shows that there is an increase of students with inattentive behaviors as documented by referrals through Student Case Management Forms.

**G6.B2.S1** Classroom teachers will meet with parents to develop behavior charts to identify replacement behaviors.

**Action Step 1**

Develop behavior charts and monitor the effectiveness and provide incentives for positive behaviors. Utilize the Student Code of Conduct and provide incentives through monthly Parrot Club recognition program. Showcase role model students on morning announcements.

**Resource Type**

Evidence-Based Program

**Resource**

Student Agenda

**Funding Source**

PTA

**Amount Needed**

\$2,500

**G6.B4** The results of the 2012-2013 Early Warning Systems data indicate that 19% of students were not proficient in Reading by third grade. The goal for the 2013-2014 school year is to decrease the amount of students by two percentage points to 17%. Students are having difficulty achieving proficiency in Reading by third grade due to lack of fluency and comprehension.

**G6.B4.S1** Students will be provided opportunities to improve reading fluency and reading comprehension through exposure to read-alouds, teacher modeling, phonics instruction, phonemic awareness, and comprehension skill strategies. At-risk students will be identified and provided thirty minutes of additional reading intervention. In addition, after school tutoring will be available to those students identified at risk.

**Action Step 1**

Provide support to at-risk students needing an additional 30 minutes of instruction in Reading in lieu of Spanish. Students will also be provided after school tutoring in the area of Reading for an additional two hours per week.

**Resource Type**

Evidence-Based Program

**Resource**

Technology

**Funding Source**

Village grant

**Amount Needed**

\$10,000