

# Pinecrest Elementary School



2014-15 School Improvement Plan

## Pinecrest Elementary School

10250 SW 57TH AVE, Miami, FL 33156

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
18%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
65%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | A       | A       |

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                          |
|-------------|-------------------|------------------------------|
| Not In DA   | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

##### CORE VALUES

Honesty, Integrity, and Respect

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

Fairness and Kindness

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

Citizenship, Cooperation, and Responsibility

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

Excellence

We pursue the highest standards in all we do.

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

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

#### School Environment

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

Respect for individuality and differences is promoted at Pinecrest Elementary School. Teachers and students build a positive relationship based on trust and respect of all backgrounds and cultures. Through one of the core programs of our school, Global Tech studies, students learn of all countries and cultures around the world. Students use technology to bridge gaps with other countries through programs such as Skype. The Global Tech program encourages students to exercise leadership and interact as global citizens in their learning. Through a partnership with International Education and Resource Network (iEARN), students collaborate and enrich the instructional program. Further, flags representing the country of origin of all students attending Pinecrest Elementary are displayed in the corridor leading to the 800 building to recognize and celebrate our diversity. Also, students who are new to the English language are selected for after school tutoring through the Bridge to English program. The Bridge to English program is a volunteer program where bilingual students of the high



school are paired with elementary students who only speak their native language. The administration and teachers of Pinecrest Elementary are committed to supporting the individual needs of all students.

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

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

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

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

- Parrot Club
- ABC Soup Pre K, Kindergarten, First Grade
- Girl Talk
- Lego
- Lego Robotics
- Lego Animation
- Science Club
- Spanish Beginners Club
- French Beginners Club
- Before School Tutoring
- After School Tutoring
- Student Council
- Bridge to English

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

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Faculty and staff have implemented programs to meet all students' physical, social, and emotional needs. Programs such as No Place for Hate, Parrot Club (character education), listener program, girl's club, peer mediation, and the healthy alliance are utilized to effectively promote the social-emotional needs of the students.

**Early Warning Systems**

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

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

A School Attendance Plan is implemented and monitored by administrators and teachers. Students who have three unexcused absences receive a home letter. After five unexcused absences, a Student Case Management Form (SCMF) is developed assigning the School Social Worker to pay a home visit. Student who are identified as truant will need to go through the Attendance Review Committee (ARC) in order to clarify any attendance matters and make up missed assignments. An Alternative to Suspension Plan is implemented to ensure students remain in school while following the Code of Student Conduct. During the 2013-2014 school year, there were no suspensions. Students that have been retained or scored a failing grade in Reading or Mathematics, are receiving intensive intervention in lieu of Spanish.

A Level 1 score on the statewide standardized assessment are receiving intensive intervention instruction during the school day.

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

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

| Indicator                       | Grade Level |   |   |    |    |    | Total |
|---------------------------------|-------------|---|---|----|----|----|-------|
|                                 | K           | 1 | 2 | 3  | 4  | 5  |       |
| Attendance below 90 percent     | 11          | 4 | 1 | 5  | 4  | 5  | 30    |
| One or more suspensions         | 0           | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA or Math   | 4           | 0 | 3 | 6  | 5  | 3  | 21    |
| Level 1 on statewide assessment | 0           | 0 | 0 | 12 | 16 | 17 | 45    |

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

| Indicator                                  | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators |             |       |

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

Students that scored in the Lowest 25% either on the District or State assessment were identified to receive intensive remedial instruction in Reading or Mathematics in lieu of Spanish. Students who are identified as "bubble students" and are at risk for maintaining learning gains were identified for the before/after school tutoring program. English Language Learners receive free tutoring after school through a partnership with the neighboring high school, Palmetto Senior High School, via the Bridge to English program.

The RtI process is implemented with fidelity to ensure all layers of support are implemented through the Tier process. SSTs are held to monitor the progress of those students at the Tier III level.

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

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

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

No

#### **PIP Link**

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

#### **Description**

Pinecrest Elementary School has received the Golden School Award for 23 years for the large percent of parent volunteers at the school. Our Parent Teacher Association (PTA) consists of 493 family memberships, including 100% faculty participation. We have several subcommittees in the PTA that support the vision/mission of the school, such as the green committee, the wellness committee, and over 20 others. Our school's website serves as the hub for communication and information of all upcoming events and activities. The parent e-newsletter, Parrot Talk, and Connect ED also serve as tools for disseminating information to parents. Teachers also maintain positive relationships with all parents and a room parent is assigned to each teacher for efficiency in communicating classroom-specific events.

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

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

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

| Name                 | Title               |
|----------------------|---------------------|
| Zaldua, Lynn         | Principal           |
| Alvarez, Lissette    | Teacher, K-12       |
| Betancourt, Liset    | Teacher, K-12       |
| Gomez, Lisa          | Teacher, K-12       |
| Sardo, Desiree       | Assistant Principal |
| Phillips, Shannan    | Teacher, K-12       |
| Slodarz, Nancy       | Teacher, K-12       |
| Drittel-Kaplan, Lynn | Guidance Counselor  |
| Zaldua, Lynn         | Assistant Principal |

### Duties

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

Administration (Marisol Diaz, Principal; Desiree Sardo, Assistant Principal; Lynn Zaldua, Assistant Principal)

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.

Educational Excellence School Advisory Council (EESAC) Chairperson (Lissette Alvarez)

Communicate school improvement needs to all stakeholders through the presentation of data during scheduled EESAC meetings. Assist in the development of the School Improvement Plan (SIP) and communicate goals, barriers and strategies to all members and use the Continuous Improvement Model (CIM) to ensure attainment of goals.

Professional Development Liaison (Liset Betancourt)

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

Language Arts and Reading Department Chairperson (Shannan Phillips)

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 (Nancy Slodarz)

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.

Technology Chairperson (Lisa Gomez)

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

School Guidance Counselor, Community Liaison and Gifted Liaison (Lynn Drittel-Kaplan)

Coordinates SST meetings for students going through the process of obtaining gifted eligibility. Provides counseling to all students, ensuring all social/emotional needs are met. Coordinates Dade Partners to provide students with additional resources.

#### Grade Level Liaisons

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. Participate in Limited English Proficiency (LEP) Committee Meetings and maintain proper documentation for LEP records.

#### 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.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to follow the four step process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The team will use data from 2014 FCAT 2.0 (Reading, Mathematics, Science and Writing), 2013-2014 attendance rates, 2013-2014 climate surveys, STAR data, FAIR data, and 2014 SAT-10 results to increase academic proficiency and decrease excessive absences and tardiness.

#### Tier 1

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

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

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

#### Tier 2

The MTSS Leadership Team will:

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

#### Tier 3

The MTSS Leadership will:

1. Assist in developing behavioral and academic enrichment plans that 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.

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.

### **School Advisory Council (SAC)**

#### **Membership**

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



| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Lisette Alvarez    | Teacher                    |
| Barbara Eaton      | Teacher                    |
| Nancy Slordarz     | Teacher                    |
| Regina Simpson     | Teacher                    |
| Minna Miller       | Teacher                    |
| Claudia Santana    | Education Support Employee |
| Gloria Diaz        | Teacher                    |
| Juan Pinzon        | Education Support Employee |
| Zayli Rodriguez    | Parent                     |
| Christine Reynolds | Parent                     |
| Marcelo Saenz      | Parent                     |
| Saul Hudson        | Parent                     |
| Katie Abbott       | Parent                     |
| Adam Vega          | Business/Community         |
| Joe Corradino      | Business/Community         |
| Jane Forman        | Business/Community         |
| Rachel St. Fort    | Teacher                    |
| Nicolas Price      | Student                    |

**Duties**

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

*Evaluation of last year's school improvement plan*

During the 2013-2014 school year EESAC met to discuss and develop goals and strategies used to increase student achievement. Based on results of the state assessment, goals were met and, in many cases, exceeded the expectations of all members. For example, in Reading, 89% of students scored at Level 3 or above on the 2014 FCAT 2.0 which surpassed the goal by two percentage points. In Mathematics, 89% of students scored at Level 3 or above on the 2014 FCAT 2.0 which also surpassed the goal by two percentage points. At the end of the year, all stakeholders met to determine goals and strategies for the upcoming school year.

*Development of this school improvement plan*

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

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

The administrative team presented the budget during the spring EESAC meeting, PTA meetings and faculty/staff meetings. Recommendations and suggestions were made by all stakeholders.

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

Utilize school improvement funds to support technology enhancements and resources for the instructional program. A total of \$4,928.95 was allocated as per FTE and spent on technology and test preparation materials.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

| Name              | Title               |
|-------------------|---------------------|
| Zaldua, Lynn      | Principal           |
| Betancourt, Liset | Teacher, K-12       |
| Phillips, Shannan | Teacher, K-12       |
| Sardo, Desiree    | Assistant Principal |
| Gomez, Lisa       | Teacher, K-12       |
| Miller, Minna     | Instructional Media |
| Zaldua, Lynn      | Assistant Principal |

**Duties**

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

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.

**Public and Collaborative Teaching**



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

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

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

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

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

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

Ongoing support and mentorship by the Leadership Team and MINT Program mentor. - Marisol Diaz, Desiree Sardo, Lynn Zaldua  
Implement Lesson Studies so teachers can collaborate and reflect upon teaching and learning to augment student performance. - Marisol Diaz, Desiree Sardo, Lynn Zaldua  
Implement Professional Learning Communities quarterly to allow for horizontal and vertical collaboration to implement Common Core Standards. - Marisol Diaz, Desiree Sardo, Lynn Zaldua  
Implement grade level meetings to discuss the selection and implementation of exemplars text to enhance student learning and identify grade level liaisons for support with Wonderworks, iReady and Reading Plus - Lynn Zaldua and Desiree Sardo

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

#### **Instructional Strategies**

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

Teachers receive data binders at the onset of the new school year that contains the data for all students in their class. Students who were identified through the RtI process for monitoring are also included in this data binder. Baseline assessments are given at the beginning of the year, including STAR, to determine if any change has taken place over the summer to include in each student's profile. Students are identified by tiers, depending on each of their needs. For example, students who are 1.5 years below grade level and/or receive a Level 1 or 2 on the state assessment are identified for intensive remedial intervention through Wonderworks. They receive an additional 30 minutes daily of Reading in lieu of Spanish. Students who show inconsistency with their data are identified for

additional assistance in Reading and/or Math through supplemental intervention programs such as iReady, Reading Plus, IXL and/or Reflex.

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

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

**Strategy:** Extended School Day

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

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

### **Strategy Rationale**

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

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

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

- Core Academic Instruction
- Enrichment

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

Zaldua, Lynn, lynnzaldua@dadeschools.net

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

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

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

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 communicated to the parents to best prepare their children in the summer.

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

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

**College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Use the Early Warning System Indicators to identify at risk students in order to provide the necessary supports and interventions to ultimately increase academic achievement.
- G3.** Increase students participation in Science Technology Engineering and Mathematics (STEM) experiences through enrichment activities.
- G4.** Increase communication resources for parents in order to maintain or improve the level of parent involvement at the school to continue being a recipient of the Golden School Award.

## Strategic Goals Detail

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

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

G050144

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students      | 88.0          |
| AMO Math - African American  | 75.0          |
| AMO Reading - All Students   | 89.0          |
| FCAT 2.0 Science Proficiency | 80.0          |

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

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

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

SAT-10, Interim Assessment Data and Florida Standards Assessment Data

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

G050212

**Targets Supported** 1b

| Indicator                          | Annual Target |
|------------------------------------|---------------|
| Attendance Below 90% Kindergarten  | 6.0           |
| Discipline incidents               | 2.0           |
| Non-proficient Reading by Grade 03 | 15.0          |

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

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

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

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

**G3.** Increase students participation in Science Technology Engineering and Mathematics (STEM) experiences through enrichment activities. 1a

G050293

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 80.0          |

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Because many STEM opportunities are offered through extended learning, many students cannot participate due to transportation and the inability to stay after school.

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

Lesson plans will reflect the use of STEM related activities through the use of technology as an enrichment that will enhance student performance on the Science FCAT 2.0 and District Quarterly Assessments.

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

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

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

G050297

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

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

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Annually, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

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



## Action Plan for Improvement

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

### Problem Solving Key


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

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


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

 G050144

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

 B125670

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

 S137549

### Strategy Rationale

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

### Action Step 1 **5**

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

#### Person Responsible

Lynn Zaldua

#### Schedule

On 9/23/2014

#### Evidence of Completion

Sign-In Sheets, Agenda, Minutes, Training Materials

### Action Step 2 5

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Daily, from 9/24/2014 to 11/26/2014

**Evidence of Completion**

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

### Action Step 3 5

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 10/15/2014 to 11/26/2014

**Evidence of Completion**

Sign-In Sheets, Agenda, Minutes, Walkthroughs

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

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/18/2014 to 5/20/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/14/2014 to 11/26/2014

**Evidence of Completion**

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

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

G050212

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

B125911

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

S137796

**Strategy Rationale**

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

**Action Step 1 5**

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Daily Attendance Bulletin and Attendance Percentage Reports

### Action Step 2 5

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Attendance Bulletin, Electronic Gradebook, SCMF

### Action Step 3 5

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Attendance Bulletin, Electronic Gradebook, SCMF, ARC Meetings

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

Administration and teachers will monitor attendance throughout the school year.

**Person Responsible**

Lynn Zaldua

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

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

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

 S138195

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

Lynn Zaldua

**Schedule**

On 8/18/2014

**Evidence of Completion**

Student Agendas, Lesson Plans

**Action Step 2** 5

Character education is taught and celebrated schoolwide.

**Person Responsible**

Lynn Drittel-Kaplan

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Parrot Club classroom bulletin boards

**Action Step 3** 5

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

**Person Responsible**

Lynn Drittel-Kaplan

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Lynn Drittel-Kaplan

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Student List of Parrot Club Winners

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

Monitor student behavior referrals and review Code of Student Conduct.

**Person Responsible**

Lynn Zaldua


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

SCMF referrals

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

 S138197

**Strategy Rationale**

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

**Action Step 1 5**

Gather and collect data on students not meeting proficiency level.

**Person Responsible**

Lynn Zaldua

**Schedule**

On 8/14/2014

**Evidence of Completion**

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

**Action Step 2** 5

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

**Person Responsible**

Lynn Zaldua

**Schedule**

On 5/20/2015

**Evidence of Completion**

Intervention List, Intervention Schedule, Tutoring List, Attendance Roster

**Action Step 3** 5

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Every 6 Weeks, from 10/6/2014 to 5/22/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Every 6 Weeks, from 10/8/2014 to 5/22/2015

**Evidence of Completion**

Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters



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

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

**Person Responsible**

Lynn Zaldua

**Schedule**


Every 6 Weeks, from 10/8/2014 to 5/22/2015

**Evidence of Completion**


**G3.** Increase students participation in Science Technology Engineering and Mathematics (STEM) experiences through enrichment activities. 1

 G050293

**G3.B1** Because many STEM opportunities are offered through extended learning, many students cannot participate due to transportation and the inability to stay after school. 2

 B125983

**G3.B1.S1** Provide more STEM activities during the school day so that all students are afforded the opportunity to participate. 4

 S137890

**Strategy Rationale**

If more STEM-related activities are provided during the school day, students who are unable to stay after school can be afforded opportunities to participate.

**Action Step 1 5**

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

**Person Responsible**

Nancy Slodarz

**Schedule**

On 8/14/2014

**Evidence of Completion**

Sign-In Sheets, Agenda, Powerpoint presentation, handouts

**Action Step 2** 5

Create lesson plans incorporating technology to enhance STEM opportunities for students.

**Person Responsible**

Lynn Zaldua

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Pacing Guides, Lesson Plans, walkthroughs, student work samples

**Action Step 3** 5

Follow up and support the use of technology through the Technology Professional Learning Community (PLC)

**Person Responsible**

Lisa Gomez

**Schedule**

Monthly, from 10/22/2014 to 4/15/2015

**Evidence of Completion**

Agenda, Sign-in sheets, Lesson Plans, walk-through, student work samples

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

Monitor the use of technology to enhance STEM related activities.

**Person Responsible**

Lynn Zaldua

**Schedule**

Biweekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans, walkthroughs, student work samples

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

Monitor District, Science quarterly assessments to determine if technology has enhanced student achievement and STEM related activities.

**Person Responsible**

Lynn Zaldua

**Schedule**

Quarterly, from 8/25/2014 to 5/29/2015


**Evidence of Completion**

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

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

 G050297

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

 B126055

**G4.B1.S1** Create a Facebook page for Pinecrest Elementary School PTA. 4

 S138208

**Strategy Rationale**

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

**Action Step 1** 5

Introduce the new Facebook page for Pinecrest Elementary to parents.

**Person Responsible**

Lynn Zaldua

**Schedule**

On 6/4/2015

**Evidence of Completion**

PTA meeting agenda, PTA meeting sign-in sheets

**Action Step 2** 5

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

The number of followers on the Facebook page

**Action Step 3** 5

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Newsfeed timeline, Facebook page, number of followers

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

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Facebook timeline

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

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

**Person Responsible**

Lynn Zaldua

**Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Volunteer Logs, Golden School Award recipient

**Appendix 1: Implementation Timeline**

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

| Source      | Task, Action Step or Monitoring Activity  | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date  |
|-------------|---|----------------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | Provide a professional development opportunity to all staff members, including administrators, to develop structured and focused curriculum collaboration within grade levels and departments to include Florida State Standards, Pacing Guides, Best Practices and Data Analysis reviews | Zaldua, Lynn         | 8/14/2014                     | Sign-In Sheets, Agenda, Minutes, Training Materials                                 | 9/23/2014 one-time |
| G2.B1.S1.A1 | Provide parents with information on the districts' attendance policy guidelines.  | Zaldua, Lynn         | 8/18/2014                     | Daily Attendance Bulletin and Attendance Percentage Reports                         | 6/4/2015 biweekly  |
| G2.B1.S2.A1 | Students will review and follow the Code of Student Conduct which is printed in the front of each student agenda in grades three through five.  | Zaldua, Lynn         | 8/18/2014                     | Student Agendas, Lesson Plans   | 8/18/2014 one-time |
| G2.B1.S3.A1 | Gather and collect data on students not meeting proficiency level.  | Zaldua, Lynn         | 8/14/2014                     | Data reports, PMP list, 2014 FCAT 2.0 Scores, 2014 SAT-10 Scores, Intervention List | 8/14/2014 one-time |
| G3.B1.S1.A1 | Introduce available technology programs such as Discovery to enhance STEM activities to teachers and students.  | Slodarz, Nancy       | 8/14/2014                     | Sign-In Sheets, Agenda, Powerpoint presentation, handouts                           | 8/14/2014 one-time |
| G4.B1.S1.A1 | Introduce the new Facebook page for Pinecrest Elementary to parents.  | Zaldua, Lynn         | 8/18/2014                     | PTA meeting agenda, PTA meeting sign-in sheets                                      | 6/4/2015 one-time  |
| G1.B1.S1.A2 | Teachers will provide students with an essential question and/or focus to targeted skills within the Florida State Standards after participating in Lesson Studies, PLCs, and department meeting discussions.   | Zaldua, Lynn         | 9/24/2014                     | Sign-In Sheets, Agenda, Minutes, Training Materials, Walkthroughs                   | 11/26/2014 daily   |
| G2.B1.S1.A2 | Teachers will monitor their daily attendance and reward the class with 100% attendance, while identifying students who are consistently absent or tardy.  | Zaldua, Lynn         | 8/18/2014                     | Attendance Bulletin, Electronic Gradebook, SCMF                                     | 5/29/2015 daily    |
| G2.B1.S2.A2 | Character education is taught and celebrated schoolwide.  | Drittel-Kaplan, Lynn | 10/1/2014                     | Parrot Club classroom bulletin boards   | 5/29/2015 monthly  |

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*Pinecrest Elementary School*

| Source       | Task, Action Step or Monitoring Activity  | Who                   | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date       |
|--------------|---|-----------------------|-------------------------------|---|-------------------------|
| G2.B1.S3.A2  | Implement an intervention and tutoring schedule to include computer lab usage that provides a tiered level of support for all students to secure proficiency on the Florida Standards Assessment.   | Zaldua, Lynn          | 8/18/2014                     | Intervention List, Intervention Schedule, Tutoring List, Attendance Roster                        | 5/20/2015 one-time      |
| G3.B1.S1.A2  | Create lesson plans incorporating technology to enhance STEM opportunities for students.  | Zaldua, Lynn          | 8/18/2014                     | Pacing Guides, Lesson Plans, walkthroughs, student work samples                                   | 6/4/2015 weekly         |
| G4.B1.S1.A2  | Invite parents to visit and follow the page and select "like" on the new page.  | Zaldua, Lynn          | 8/18/2014                     | The number of followers on the Facebook page  | 6/5/2015 monthly        |
| G1.B1.S1.A3  | Provide additional support to teachers by sharing the implementation of best practices learned through the focused curriculum collaboration groups.   | Zaldua, Lynn          | 10/15/2014                    | Sign-In Sheets, Agenda, Minutes, Walkthroughs   | 11/26/2014 monthly      |
| G2.B1.S1.A3  | Students with 3 or more unexcused absences will receive a truancy letter and a phone call home. If the student continues to be absent, the teacher will write a referral and the school social worker will conduct a home visit. An Attendance Review Committee (ARC) meeting will be held for all truant students. | Zaldua, Lynn          | 8/18/2014                     | Attendance Bulletin, Electronic Gradebook, SCMF, ARC Meetings                                     | 5/29/2015 monthly       |
| G2.B1.S2.A3  | Students are chosen and announced as students of the month through Parrot Club for the character trait showcased on morning announcements and Parrot Talk e-newsletter.   | Drittell-Kaplan, Lynn | 10/1/2014                     | Parrot Club classroom bulletin boards, Parrot Talk e-newsletter, morning announcement recordings. | 5/29/2015 monthly       |
| G2.B1.S3.A3  | Conduct data chats, SST meetings, LEP committee meetings with teachers to ensure students are responding positively to the intervention.  | Zaldua, Lynn          | 10/6/2014                     | SST meeting agendas, Data Chat line item on Grade level meeting agendas, LEP meeting roster       | 5/22/2015 every-6-weeks |
| G3.B1.S1.A3  | Follow up and support the use of technology through the Technology Professional Learning Community (PLC)  | Gomez, Lisa           | 10/22/2014                    | Agenda, Sign-in sheets, Lesson Plans, walk-through, student work samples                          | 4/15/2015 monthly       |
| G4.B1.S1.A3  | Follow up for information will be updated as new activities take place. Every time a new activity is added, it will come up in the parent's newsfeed.   | Zaldua, Lynn          | 8/18/2014                     | Newsfeed timeline, Facebook page, number of followers   | 6/4/2015 biweekly       |
| G1.MA1       | Review data from the Interim Assessment to ensure progress toward the goal and ultimately increasing performance on the SAT-10 and meeting proficiency levels on the Florida Standards Assessment.  | Zaldua, Lynn          | 8/18/2014                     | SAT-10, Interim Assessment Data and Florida Standards Assessment Data                             | 6/4/2015 quarterly      |
| G1.B1.S1.MA1 | During offered professional development, teachers/administrators will demonstrate engagement by participating in collaborative conversations, and will demonstrate what was learned through an exit slip. Walkthroughs will include collaborative feedback using the 5 Dimensions of Learning.                      | Zaldua, Lynn          | 8/14/2014                     | Student Work, Data Chat Sign-In Sheets, Teacher-made Assessments, STAR                            | 11/26/2014 monthly      |
| G1.B1.S1.MA1 | During Grade Level Meetings, Faculty Meetings, and Content Area Meetings teachers will collaboratively plan to increase focus on instruction across departments and grade levels.   | Zaldua, Lynn          | 8/18/2014                     | Lesson plans, Walk-through logs, Sign-in sheets, Agendas  | 5/20/2015 monthly       |

| Source       | Task, Action Step or Monitoring Activity   | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date       |
|--------------|--|----------------------|-------------------------------|--|-------------------------|
| G2.MA1       | Daily attendance bulletins will be monitored and reviewed with fidelity to make certain that students are accessing their daily core instruction to proactively take care of behavior issues, and ensure students attain proficiency at all levels in Reading. | Zaldua, Lynn         | 8/18/2014                     | ARC Meeting, Electronic Gradebook, Daily Attendance Bulletin, Attendance Percentage Reports, Student Case Management Form (SCMF) | 6/4/2015 quarterly      |
| G2.B1.S1.MA1 | Review attendance percentage reports to determine if the system for daily and monthly monitoring of attendance is effective.   | Zaldua, Lynn         | 8/18/2014                     | ARC Meeting, Electronic Gradebook, Daily Attendance Bulletin, Attendance Percentage Reports                                      | 6/4/2015 quarterly      |
| G2.B1.S1.MA1 | Administration and teachers will monitor attendance throughout the school year.  | Zaldua, Lynn         | 8/18/2014                     | Daily Attendance Bulletin, Electronic Gradebook, Attendance Percentage Reports, SCMF, ARC Meetings                               | 6/4/2015 biweekly       |
| G2.B1.S2.MA1 | Monitor student behavior referrals and review Code of Student Conduct.   | Zaldua, Lynn         | 8/18/2014                     | SCMF referrals   | 5/29/2015 monthly       |
| G2.B1.S2.MA1 | Teachers will submit the names of students who demonstrate superior character traits such as honesty, responsibility, integrity, citizenship and respect.  | Drittel-Kaplan, Lynn | 10/1/2014                     | Student List of Parrot Club Winners  | 5/29/2015 monthly       |
| G2.B1.S3.MA1 | Intervention schedules, attendance, and progress monitoring data will be will be adjusted as needed.   | Zaldua, Lynn         | 10/8/2014                     |  | 5/22/2015 every-6-weeks |
| G2.B1.S3.MA1 | Intervention schedules, attendance, and progress monitoring data will be reviewed to ensure fidelity to the programs.  | Zaldua, Lynn         | 10/8/2014                     | Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters  | 5/22/2015 every-6-weeks |
| G3.MA1       | Lesson plans will reflect the use of STEM related activities through the use of technology as an enrichment that will enhance student performance on the Science FCAT 2.0 and District Quarterly Assessments.  | Zaldua, Lynn         | 8/18/2014                     | Lesson Plans, Data from FCAT 2.0 and Quarterly Assessments, Walkthroughs, Student Work Samples, Technology PLC                   | 5/29/2015 monthly       |
| G3.B1.S1.MA1 | Monitor District, Science quarterly assessments to determine if technology has enhanced student achievement and STEM related activities.   | Zaldua, Lynn         | 8/25/2014                     | Baseline Science Test, District Quarterly Assessment in Science, Walkthroughs, Student Work Samples, Lesson Plans                | 5/29/2015 quarterly     |
| G3.B1.S1.MA1 | Monitor the use of technology to enhance STEM related activities.  | Zaldua, Lynn         | 8/25/2014                     | Lesson Plans, walkthroughs, student work samples   | 5/29/2015 biweekly      |
| G4.MA1       | Volunteer logs will reflect and increase in parent involvement due to an increase in communication resources for parents such as the Pinecrest Elementary School PTA Facebook page.  | Zaldua, Lynn         | 8/18/2014                     | Volunteer logs, Facebook news feed, number of "likes"  | 6/4/2015 annually       |
| G4.B1.S1.MA1 | Volunteer hours will increase as a result of more parents becoming informed of school activities through the Pinecrest Elementary School PTA Facebook page.  | Zaldua, Lynn         | 8/18/2014                     | Volunteer Logs, Golden School Award recipient  | 6/5/2015 semiannually   |
| G4.B1.S1.MA1 | Current information will be posted on Pinecrest Elementary School PTA Facebook page.   | Zaldua, Lynn         | 8/18/2014                     | Facebook timeline  | 6/5/2015 monthly        |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

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

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

#### PD Opportunity 1

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

##### Facilitator

Marisol Diaz, Principal Desiree Sardo, AP Lynn Zaldua, AP Shannan Phillips, Reading Department Chairperson Liset Betancourt , Teacher Veneshia Gonzalez, Teacher Lisa Gomez, Teacher Minna Miller, Media Specialist

##### Participants

All instructional staff

##### Schedule

On 9/23/2014

#### PD Opportunity 2

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

##### Facilitator

Marisol Diaz, Principal Desiree Sardo, AP Lynn Zaldua, AP Shannan Phillips, Reading Department Chairperson Liset Betancourt , Teacher Veneshia Gonzalez, Teacher Lisa Gomez, Teacher Minna Miller, Media Specialist

##### Participants

All instructional staff

##### Schedule

Monthly, from 10/15/2014 to 11/26/2014



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

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

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

### **PD Opportunity 1**

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

#### **Facilitator**

Reading Department Chairperson, Mathematics Department Chairperson, Assistant Principals

#### **Participants**

All instructional staff

#### **Schedule**

On 5/20/2015

## Technical Assistance Items

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

## Budget Rollup

| Summary   |              |
|---|--------------|
| Description   | Total        |
| <b>Goal 2:</b> Use the Early Warning System Indicators to identify at risk students in order to provide the necessary supports and interventions to ultimately increase academic achievement. | 4,929        |
| <b>Grand Total</b>  | <b>4,929</b> |

| Goal 2: Use the Early Warning System Indicators to identify at risk students in order to provide the necessary supports and interventions to ultimately increase academic achievement. |                          |              |
|--|--------------------------|--------------|
| Description  | Source                   | Total        |
| <b>B1.S3.A2</b>  | School Improvement Funds | 4,929        |
| <b>Total Goal 2</b>  |                          | <b>4,929</b> |