Pine Lake Elementary School

2015-16 School Improvement Plan

Pine Lake Elementary School

16700 SW 109TH AVE, Miami, FL 33157

http://pinelake.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	95%

Alternative/ESE Center	Charter School	Minority
No	No	96%

School Grades History

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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pine Lake Elementary school's mission is to inspire all students to develop marketable 21st century skills. These skills include reading, writing, mathematics, computer knowledge, collaboration and the integrity of being a responsible and productive citizen. Each person affiliated with our school is a valued, needed member of the Pine Lake family. Every Pine Lake Panda is responsible for promoting positive learning opportunities in a caring, equitable manner. This environment will enable all to develop fully their academic, emotional, social, and
physical potential and, thus be empowered to assume responsible citizenship in our community, state and nation. To this end, we value achievement, respect and concern for others, affiliation and pride, diversity, equity and opportunity, communication, safety and order, collaboration, responsibility and accountability, and trust as cornerstones of our learning community.

Provide the school's vision statement

We are committed to academic excellence and environmental awareness.

School Environment

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

Staff members create a climate of acceptance and respect of all other staff and children. Staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff members continuously model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child and in return builds a mutual respect and relationship between students and staff.

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

At Pine Lake Elementary all stakeholders are encouraged to play an active role in ensuring a positive learning environment is provided for our students before, during and after school. This includes participation in school-wide events and extra-curricular activities before, during, and after school as well as providing volunteer service in a capacity which promotes positive student behavior. These activities include:
-Parent Watch Program: Male role models offer a day of service to serve as hall monitors, lunch readers and cafeteria volunteers.
-Listeners/Oyentes: Trained parents serve as adult listeners for troubled students and/or students referred for behavioral concerns
-Lunch Bunch: Volunteer business leaders serve to reward students during lunch time by sharing time with small groups to read and eat together in locations other than the cafeteria.
-Career Day Speakers: Parents and Volunteers serve as role models during career week to model the proper decorum and work ethic as it relates to careers. This helps to reinforce with students the importance of proper behaviors towards the pathway to college and careers.
Additionally, providing activities at a variety of times throughout the day, evening and school year, allow for greater parental participation in school-wide events providing a sense of community before during and beyond the school day.

Further, Pine Lake Elementary recognizes the importance of leveraging resources and cultivating partnerships with outside agencies and non-profit organizations to create an educational atmosphere whereby students feel safe, respected and nurtured through and beyond the instructional school day. This contributes to creating positive learning environment as well. Students participate in the following groups:
-YMCA
-21st Century
-GirlScouts
-Assurant Learning Lunch Bunch
Additionally, volunteers participate throughout the school to provide incentives for students, club opportunities and academic supports which reflect through behavior. These groups include:
-The Continentals - providing student incentives and club sponsorship (Scrabble, reading)
-Infinity Insurance - providing student incentives for quarterly recognition
-The Rotary Club of Miami Metro Zoo-providing student incentives to promote positive behaviors and classroom essentials
-WHOLE FOODS Market-providing organic fruits and vegetables as well as cooking demonstrations to students and classrooms that exemplify model behaviors.

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

Teaches will be provided with Professional Development on key concepts regarding internal/external behavior and understanding why problem behaviors occur
1. Functional Adaptive Behaviors (FAB)
2. Highlight Behavior Intervention Plans (BIP)
3. Implementation of Strategies/Interventions
4. Data collection tools to implement
5. Use of behavior contracts/charting
• Providing support to teachers and other school staff to ensure that they are clear about the plan and have the necessary skills for implementing specific interventions
• Discuss priorities or goals outlining the importance of healthy social, behavioral, emotional, ethical, and intellectual development
• Reviewing data on intervention outcomes and student academic and behavioral progress (RtI) Strategies/Data Collection/ SST Meetings/Review
• Receiving recommendations regarding individual behavior plans (FAB and BIP) Support Team includes: SST coordinator/Guidance Counselor/Psychologist/SPED Teacher
Additionally, professional development will be targeting the following areas with the integration of Miami-Dade County Positive School-Wide Strategies and Incentive Program.
• Corrective strategies will include teachers enforcing the school-wide discipline plan by: reviewing classroom and school rules and daily procedures. A key element to corrective discipline is to anticipate that it will be needed, having a clear plan of corrective action and being aware of the classroom activity so disruptions are addressed immediately.
Posting a list of unacceptable behaviors such as hitting, talking disparagingly, interrupting, moving around the classroom without permission, teasing and yelling. Teachers will role model the behaviors that are expected from the students.
1. Transitioning from one activity to another or from place to place
2. Walking through hallways
3. Going to restrooms
4. Dismissal
5. Cafeteria expectations
6. School-wide expectations

7. Teaching problem solving skills

8. Contract or behavior plan outlining behavioral or performance expectations

• Reducing and eliminating undesired behaviors must be done by first acknowledging disruptive behavior immediately and follow-up with an appropriate correction. Teachers will hold students accountable for following school-wide rules.

1. Verbal warning/reprimand

2. Rearrange seating if necessary

3. Time-out area within the room or another teacher's room

4. Student/teacher conference

5. Take away classroom privileges/school incentives- fieldtrips/extra curricula activities

6. Contact parents(Mandatory)

7. Referral to guidance counselor

• Rewarding desirable or effective behaviors by implementing a chart system in the classroom. Catch your students in the act of doing something right.

1. Classroom token system

2. School store

3. Special privileges

4. No homework pass

5. Communicate your satisfaction with a "Good Home Note" to parents

6. Monthly certificates

7. Earning of free time

• Intervention strategies Interventions should always be consistent, fair, and based on what each individual child needs to be successful. There must be an ongoing collaboration with home and school. A combination of corrective, instructive and most importantly proactive management will help teachers provide the best learning atmosphere for the classroom. Each intervention must target specific pro-social and antisocial behaviors. Interventions are strategically implemented in order to improve school climate, overall student behavior, increase test scores, and reduce referrals and suspension rates.

1. pbs.dadeschools.net will serve as a resource link to helpful intervention strategies, feedback and ideas that will provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance.

• Utilization of a check off list will be implemented by the teacher to promote model behavior

Prior to student being referred to office, teachers must do the following:

1. Conference with the student

2. Contact has been made to parent/guardian regarding the disruptive behavior

3. Arrange a parent meeting/conference

4. Refer to the guidance counselor

5. SCM/referral to administration

6. Students should not go to the office without the SCM form filled out completely and parent/guardian must be notified of the write up

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

Students are provided an opportunity to identify with the expected behaviors and to be informed of the consequences of non-compliance. Students participate in regular assemblies to promote positive behaviors.

Desired behaviors are routinely presented during morning announcements via the close-circuit television system. Students are taught and modeled the desired core values which exemplify model students.

Students are provided class instruction on the role and purpose of the student services team. They are encouraged to seek guidance from counselors and administration prior to participating in

behaviors not desired.

Students are trained in Peer Mediator strategies to reduce student conflict. Peer Mediators not only provide service to others but assist in identifying the needs of their peers prior to conflict.

Select students serve as Peer Mentors (S.I.A's Students In Action) to identified students to reduce anxiety and possibility of unacceptable behaviors.

Pandarettes and S.I.A's provide monthly peer referrals of those who they feel exemplify the targeted monthly core value for the school.

Those students who participate in unacceptable behaviors are provided opportunity to reflect and create presentations for the younger grade levels wherever appropriate to redirect and promote positive behaviors and choices.

Students are also involved in the DARE Program under the auspices of the Miami Dade County Police Department to learn strategies to mitigate the use of drugs, tobacco and alcohol. Additionally, the Do the Right Thing program is coordinated by the Miami-Dade Police Department to reward students to "doing the right thing" within their schools.

Early Warning Systems

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

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

The administration has access to weekly and monthly district reports regarding attendance and suspensions for a given period. Those reports are reviewed by the principal and provided to the Attendance Review Committee, to include the Assistant Principal for follow up. The Assistant Principal and or counselor meets with the identified individuals, if necessary the parents, to determine the root cause of attendance and/or behavioral issue. The student services team reviews quarterly grade reports with the administrative team to identify students receiving D's and F's in academic subjects, and to provide counseling and connect students to academic assistance. Some items utilized to monitor EWS signs are:
-District generated reports and attendance and suspensions
-Quarterly gradebooks reports
-Student Performance Indicator (SPI reports)
-Wonder Works Intervention Data
-iReady Data

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	6	8	4	5	5	7	35
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	5	8	11	5	13	42
Level 1 on statewide assessment	0	0	0	6	0	0	6

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

Indicator	Grade Level					Total
	1	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	6	10	5	10	27	58

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

The school is very proactive in trying to mitigate students from being identified subject to targeted with the early warning systems. A school wide attendance incentive is in place to promote attending school regularly and reduce absences and tardies. For students that are still chronically absent and.or tardy, the Attendance review committee meets with the students and create an attendance intervention plan. The Positive Behavior Support System is in place as a preventative approach to curb unwanted behaviors that may lead to suspension. Before and during school interventions are in place to intervene/support students that that may be trending towards failing ELA or Mathematics. Level 1 students on the statewide assessments are place on a progress monitoring plan to carefully monitor their progress. The MTSS/RTI team also ensure that the process in implemented with fidelity and addresses the Level 1 students in ELA or Mathematics.

Family and Community Involvement

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

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

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

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

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/49193.

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

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

The school works colaboroatively with the Office of Community Engagement to obtain a list of Dade Partners in within 10 miles of the school. The Continental Society, a service organization, particpates in extracurricular club sponsorship to enhance vocabulary development of Pine Lake students. The school is also parterning with AMERICA READS interventionists to provide intervention support to targeted students who are experiencing academic deficiencies.

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:

Name	Title
Coffey, Crystal	Principal
Fairclough, Patricia	Assistant Principal
Rodriguez, Jacqueline	Instructional Coach
Arias, Michelle	Teacher, ESE

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Grade Level Chairs (Pre-K/K-5th): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading liaison, Mathematics and Science Liaisons:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Counselors: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families 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

Staff members of Pine Lake Elementary School have been strongly encouraged to enroll in the online RtI course offered by the State of Florida, Department of Education, Bureau of Exceptional Education

and Student Services (www.florida-rti.org) Follow up PLCs will be offered to all staff members during the 2014-2015 school year. Continued training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (MTSS/SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Finally, the MTSS team will evaluate additional staff PD needs during monthly MTSS Leadership Team meetings.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school for grade 3 retainees). The school site professional development liaison as well as district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the students and families. Psych Solutions is a Community Based partner that provides counseling services to our students and their families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Reading Coach develops, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of our school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

Pine Lake has benefitted from the use of The District supplemental funds for improving basic education as follows:

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL)

and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-5)
• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Pine Lake Elementary School offers a non-violence and anti-drug program to students that incorporate field trips and counseling. Additionally, through a school wide Service Learning/Character-Ed project, topics such as bullying are taught as the regular curriculum. Furthermore, counselors conduct classroom lessons on bullying prevention to include internet safety. Finally, fifth grade students receive D.A.R.E. lessons through the Miami Dade Police Department.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education-
Pine Lake Elementary School holds an annual week long Career Week which acts as a culminating activity for ongoing research and development of a school to career correlated curriculum.

Job Training-N/A

Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, parent organizations such as Parent Information

and Resource Centers (PIRC) of Florida and other referral organizations and services.
Increase parental engagement/involvement through developing (with on-going parental input) our
school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the
Title I Annual Meeting; and other documents/activities necessary in order to comply with
dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule
workshops, Parent Academy Courses, Bilingual Parent Outreach Program seminars, etc., with
flexible times to accommodate our parents. This impacts our goal to empower parents and build their
capacity for involvement
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which
integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools),
a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health
insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely
manner.
• HCiOS enhances the health education activities provided by the schools and by the health
department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality
school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Crystal Coffey	Principal
Gail Brow, Ph.D	Teacher
Mariela Vazquez	Teacher
Jane Macaspac	Teacher
Eileen Angulo	Teacher
Janein Negron-Nodal	Teacher
Ann Figueroa	Teacher
Michelle Arias	Teacher
Cassandra Edwards	Education Support Employee
Claudia Ortega	Parent
Leonar Mancriffe	Parent
Kenroy Campbell	Parent
Paul M. Baker	Business/Community
	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

At the beginning of the 2015-2016 school year the SAC committee convened to evaluate the 2014-2015 SIP to determine whether or not the goals that were identified had a positive impact on teaching and student learning outcomes. The SAC committee determined that since the school's 2015accountability data was not available, the 2015 iReady data from Assessment period 3 was use to devise the the SIP targets that will be identified to increase teaching and learning. The SAC committee recommended that the goals identified for the 2015-2016 will be a continuation of targets from last year to continue to sustain and accelerate learner progress.

Development of this school improvement plan

The administration will review the Professional Development School Site Blueprint and the 4 goals of the 2015-2016 SIP as well as the overall focus for the 2015-2016 school year. The members are provided opportunities to listen, ask questions, and make suggestions to include into the SIP. Once completed, the assistant principal will review the SIP plan with EESAC committee. O n a monthly basis, the principal informs the EESAC of recent happenings and upcoming events involving various stakeholders and allows the committee to ask questions and make recommendations to increase participation in the events. The assistant principal will provide monthly SIP updates.

Preparation of the school's annual budget and plan

The principal reviews highlights of the schools annual budgets and discusses with EESAC any major changes within the budget. The principal shares with the committee plans that results directly from those budgetary plans, allows the committee to ask questions, and to make recommendations. The EESAC budget is currently in development and will receive a vote at the October EESAC meeting.

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

The use of school improvement funds through the SAC will be used to support schools wide alternate to suspension plan and truancy. With the districts "Values Matter" initiative, Pine Lake will endeavor to build a solid Tier 1, Tier 2, and Tier 3 Behavior Plan to curve unwanted behavior and to accentuate the positive. Additionally, since attendance rates are not in the 97% percentile, it is the mission of Pine Lake to increase overall student attendance which will translate into greater learning outcomes.

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:

Name	Title
Coffey, Crystal	Principal
Fairclough, Patricia	Assistant Principal
Rodriguez, Jacqueline	Instructional Coach
Arias, Michelle	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) will monitor and adjust he school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live an ongoing document of the school's directional focus, the LLT will meet and discuss all updates that will or need to occur based on the results of the instructional and intervention programs. The LLT will monitor the fidelity of the delivery of instruction and intervention. The LLT will provides levels of support and interventions to students based on data.

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

Administration has worked collaboratively with teacher to define a date and time to ensure that content area teachers are able to collaborate twice a week with support, if needed, by the instructional coaches. In addition, one Wednesday per month teachers are given the opportunity to collaborate with grade level through faculty/curriculum meetings.

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

Pine Lake Elementary school will explore entering into a partnership with Miami Dade Community College and Florida International University School of Education/Field Experience and Internship Programs.
Additionally:
New teacher are paired with veteran staff.
Schedules allow for teachers to meeting during common planning times.
Teachers have the opportunity to meet with grade level chairpersons
School site instructional coaching support to model best practices and strategies for effective instruction.

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

The mentor and mentee with meet regularly in a professional learning community to discuss evidence-based instructional strategies. Provisions will be made for the mentee to observe the mentor, give feedback, coaching, and planning.

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

Pine Lake Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, and mathematics curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promotes dialogue that can dispel misunderstandings and promote opportunities fro growth in instructional pace, curriculum, and the standards. Collaborative planning sessions are offered and encouraged throughout the week and on-site professional development opportunities are made available. Opportunities to collaborate through common planning and or during the after school professional development gives staff members multiple opportunities to grow professionally and

develop a deeper understanding of the new standards along with appropriate uses of the core instructional resources.

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

After each iReady and MidYear assessment, administration/teacher data chats are held as a means to discuss what the data reveals and use the data to adjust instruction to meet the specific needs of the students. For students needing intervention, groups are adjusted to accommodate new needs. For students needing enrichment, accelerated groups are devised and students are provided with specific instruction to sustain and accelerate their performance.

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: Before School Program

Minutes added to school year: 2,700

A federally approved and funded program TITLE III is being implemented before the school day to provide extended opportunities for ESOL students.

Strategy Rationale

This strategy is being implemented to assist ESOL students with meeting the AMO targets and high standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fairclough, Patricia, pfairclough@dadeschools.net

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

In August/September, students took the first administration of the iReady Assessment which provides data for students to be grouped according to skills. Growth monitoring from the iReady database will be used to track students and determine the effectiveness of the intervention program.

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

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Pine Lake Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program through the use of the High Scope Curriculum using the Houghton Mifflin

Series. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. PreK and Kindergarten teachers take part in vertical articulation.

Additionally, families of newly registered Kindergarten students will receive information via the school's website and a Title I sponsored parent informational meeting as to what the learning goals and objectives are for incoming Kindergarten students. Parents are given the opportunity to arrange a school tour by visiting the school's website.

Moreover, at the end of the school year, the Pre-Kindergarten students from Ethel Beckford Richmond's Primary Learning Center's will be invited to visit the Kindergarten classes at Pine Lake Elementary to help them with transition. Kindergarten Orientation takes place towards the end of the school year. Finally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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

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

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

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.

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

Targets Supported 1b

G067132

Indicator	Annual Target
AMO Reading - ELL	
AMO Reading - SWD	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	57.0
ELA/Reading Lowest 25% Gains	81.0
AMO Reading - All Students	
FSA - English Language Arts - Proficiency Rate	52.0
ELA/Reading Gains	73.0
Math Gains	77.0
Math Lowest 25% Gains	68.0
FSA - Mathematics - Proficiency Rate	64.0

Resources Available to Support the Goal 2

- Common planning within schedules

- Common Planning protocol

- Core Materials

- Promethean Boards

- Computer Labs

- Instructional Coaches

- Language Arts and Mathematics Florida Task Cards

Targeted Barriers to Achieving the Goal 3

- Limited understanding of the expectations of the Florida Standards and the effective use of the Webb's Depth of Knowledge Charts, resulting in non rigorous student work

Plan to Monitor Progress Toward G1. 8

Gather the results from interim and benchmark assessments to determine if students are making progress.

Person Responsible
Crystal Coffey

Schedule
Quarterly, from 10/30/2015 to 6/3/2016

Evidence of Completion
Unit and benchmark assessments, iReady Data, Wonderworks Data

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

🔑 G067132

G1.B4 Limited understanding of the expectations of the Florida Standards and the effective use of the Webb's Depth of Knowledge Charts, resulting in non rigorous student work 2

🔑 B173803

G1.B4.S1 Implement Webb's Depth of Knowledge Charts and Florida Standards tasks cards across all content areas to support students in content, skills, and the enhancement of higher order/ critical thinking skills. 4

🔑 S189621

Strategy Rationale

The Webb's Depth of Knowledge and Florida Standards tasks cards will support student achievement in developing critical thinking and complete increasingly complex, grade-level appropriate tasks.

Action Step 1   5

Professional development across all content areas on the effective implementation of Webb's Depth of Knowledge and the Florida Standards Task Cards.

Person Responsible

Jacqueline Rodriguez

Schedule

On 11/18/2015

Evidence of Completion

Meeting Agenda, Sign In sheets, Handouts

Action Step 2 `5`

Identify teachers who are effectively facilitating higher order thinking questioning through the use of Webb's DOK and the Florida Standards Task Cards

Person Responsible

Patricia Fairclough

Schedule

Monthly, from 11/2/2015 to 5/31/2016

Evidence of Completion

Classroom Walkthough Logs, Faculty Meeting Presentations

Action Step 3 `5`

Provide additional support across all content areas on the effective implementation of the use of higher order thinking questioning through a book talk "Rigor is not a four letter word."

Person Responsible

Patricia Fairclough

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Sign In sheets, Group Assignments, Purchase of Books

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

The administrative team will meet weekly to monitor the implementation and fidelity of goal and adjust focus as necessary.

Person Responsible

Crystal Coffey

Schedule

Weekly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Classroom Walkthrough Logs, Faculty Meeting Agendas, Coaches Logs, PD Logs, PD Calendar, Follow up Assignments, Vertical Team Presentations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Administration will conduct weekly walkthroughs and focus meetings with teachers to ensure effective implementation.

Person Responsible

Patricia Fairclough

Schedule

Weekly, from 10/30/2015 to 6/3/2016

Evidence of Completion

Follow Up Assignments, Student Data, Vertical Team Assignments, Quality of instruction

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.B4.S1.A1	Professional development across all content areas on the effective implementation of Webb's Depth of Knowledge and the Florida Standards Task Cards.	Rodriguez, Jacqueline	10/30/2015	Meeting Agenda, Sign In sheets, Handouts	11/18/2015 one-time
G1.B4.S1.A2	Identify teachers who are effectively facilitating higher order thinking questioning through the use of Webb's DOK and the Florida Standards Task Cards	Fairclough, Patricia	11/2/2015	Classroom Walkthough Logs, Faculty Meeting Presentations	5/31/2016 monthly
G1.B4.S1.A3	Provide additional support across all content areas on the effective implementation of the use of higher order thinking questioning through a book talk "Rigor is not a four letter word."	Fairclough, Patricia	11/2/2015	Sign In sheets, Group Assignments, Purchase of Books	6/3/2016 monthly
G1.MA1	Gather the results from interim and benchmark assessments to determine if students are making progress.	Coffey, Crystal	10/30/2015	Unit and benchmark assessments, iReady Data, Wonderworks Data	6/3/2016 quarterly
G1.B4.S1.MA1	Administration will conduct weekly walkthroughs and focus meetings with teachers to ensure effective implementation.	Fairclough, Patricia	10/30/2015	Follow Up Assignments, Student Data, Vertical Team Assignments, Quality of instruction	6/3/2016 weekly
G1.B4.S1.MA1	The administrative team will meet weekly to monitor the implementation and fidelity of goal and adjust focus as necessary.	Coffey, Crystal	10/30/2015	Classroom Walkthrough Logs, Faculty Meeting Agendas, Coaches Logs, PD Logs, PD Calendar, Follow up Assignments, Vertical Team Presentations	6/3/2016 weekly

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 Opportuntities

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.B4 Limited understanding of the expectations of the Florida Standards and the effective use of the Webb's Depth of Knowledge Charts, resulting in non rigorous student work

G1.B4.S1 Implement Webb's Depth of Knowledge Charts and Florida Standards tasks cards across all content areas to support students in content, skills, and the enhancement of higher order/ critical thinking skills.

PD Opportunity 1

Professional development across all content areas on the effective implementation of Webb's Depth of Knowledge and the Florida Standards Task Cards.

Facilitator

Mariela Vazquez, Instructional Coach Jacqueline Rodriguez, Instructional Coach

Participants

Instructional Staff

Schedule

On 11/18/2015

Technical Assistance Items

Technical Assistance 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.B4 Limited understanding of the expectations of the Florida Standards and the effective use of the Webb's Depth of Knowledge Charts, resulting in non rigorous student work

G1.B4.S1 Implement Webb's Depth of Knowledge Charts and Florida Standards tasks cards across all content areas to support students in content, skills, and the enhancement of higher order/ critical thinking skills.

PD Opportunity 1

Provide additional support across all content areas on the effective implementation of the use of higher order thinking questioning through a book talk "Rigor is not a four letter word."

Facilitator

Patricia Fairclough, AP Mariela Vazquez, Instructional Coach Michelle Arias, BMT Jacqueline Rodriguez, Instructional Coach Ann Figueroa, PD Liaison

Participants

All Teachers

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Budget

Budget Data

1	G1.B4.S1.A1	Professional development across all content areas on the effective implementation of Webb's Depth of Knowledge and the Florida Standards Task Cards.			$0.00
2	G1.B4.S1.A2	Identify teachers who are effectively facilitating higher order thinking questioning through the use of Webb's DOK and the Florida Standards Task Cards			$0.00
3	G1.B4.S1.A3	Provide additional support across all content areas on the effective implementation of the use of higher order thinking questioning through a book talk "Rigor is not a four letter word."			$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	4441 - Pine Lake Elementary School	Other		$600.00
			Notes: USE OF EESAC FUNDS			

Budget Data

	Total:	$600.00