Pinecrest Academy (South Campus)

2014-15 School Improvement Plan

Pinecrest Academy (South Campus)

15130 SW 80TH ST, Miami, FL 33193

http://pinecrestacademysouth.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	61%

Alternative/ESE Center	Charter School	Minority
No	Yes	96%

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.

Table of Contents

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	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pinecrest Academy South will provide a safe and nurturing learning environment in which all students are able to master state and national standards. Through ongoing assessments, engaging activities, and collaboration with students and parents, we will achieve student success.

Provide the school's vision statement

The core philosophy and vision of our Pinecrest family is to empower each student to succeed in life and contribute to society in a positive manner. We envision students who will make a lasting impact on peers, communities, and are conscious of their purpose in the world at large. In order to develop compassionate and empathetic students, we will provide a safe and nurturing environment where there is mutual respect amongst all members of our school community. Students will come to school prepared and eager to learn. By exposing our children to a diverse curricula and differentiated activities, we will develop life-long, intrinsic learners.

School Environment

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

Parent-Teacher conferences are set up twice a year with each parent in each class at Pinecrest Academy South. This gives the teacher an opportunity to learn more about the home life, learn about particular interests and hobbies of the child as well as learn more about their cultural background. These meetings also provides an opportunity for teachers to discuss not only the academic achievements of each child but to have conversations regarding the social and behavioral strengths and weaknesses.

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

Pinecrest Academy South implements the Positive Behavior Support (PBS) system. PBS is the application of evidence-based strategies to assist schools in increasing academic performance, increase safety, decrease problem behavior and establish positive cultures. PBS is proven to significantly reduce the occurrence of problem behaviors in the school resulting in a more positive school climate. Through weekly lessons and morning announcements, students learn about the importance of being safe, being responsible and being respectful.

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

All staff members are trained in developing effective classroom environments. Through the morning announcements and classroom lessons, students learn about the importance of being safe, being responsible and being respectful. Teachers use the Teacher Managed Referrals and Office Managed Referrals to document behavior that occurs in the classroom. Teachers also use the Class Dojo to reinforce and track positive behavior. Pinecrest Academy South also follows the district's Code of Student Conduct.

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

Pinecrest Academy South incorporates a Pirates for Peace program that teaches students how to resolve conflicts in a peaceful manner. Students who are having difficulty in school are invited to participate in the "Lunch Bunch". The "Lunch Bunch" is a program implemented by the school counselor where she meets with different groups of students with the purpose of getting student feedback about issues and problems that students may be facing and brainstorming manners in which to resolve them.

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

Pinecrest Academy's early warning system indicates that 3.7% of the students were absent, 1% of students were suspended, approximately 2% of the students earned a level 1 on the Reading FCAT assessment. and approximately 1.5% of the students earned a level 1 on the Math FCAT assessment.

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	7	5	5	3	5	3	28
One or more suspensions	0	1	0	0	3	4	8
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	2	5	16
Level 1 on math statewide assessment	0	0	0	6	2	3	11

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

Pinecrest Academy's early warning systems includes a variety of differing strategies with the goal of reducing the number of students below 90 percent attendance, suspensions, course failures and/or struggling academically. The school carefully monitors attendance on a quarterly basis and teachers and administrators hold meetings with parents once it is noted that a student has had excessive absences and tardies. The Attendance Review Committee will meet once students have reached 10 unexcused absences, 20 excused absences. Pinecrest Academy South also employs the Positive Behavior Support system which focuses on highlighting positive behavior all the while also utilizing Teacher Managed and Office Managed referrals to track behaviors that occur in the classroom and throughout the school. This system assists with reducing the number of suspensions since it attends to problems early on. At Pinecrest, teachers meet with the administrative team on a quarterly basis to review the academic achievements of each student. The administration along with the teachers look

at grades, assessment results, data from math and reading computer programs to detect students in need of greater assistance. Students are monitored through the RtI process and are carefully monitored throughout the school year.

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 Academy South has scheduled "Parent Conference Days" where teachers schedule individual conferences with each parent of each student in class. These conferences are held to not only communicate the academic achievements of the student, but they are meant to also receive feedback from the parent as far as how the child feels about school, the goals parents have for their child, etc. These individual conferences are scheduled twice a year and it helps build positive relationships and in turn increases parental involvement in the school.
Additionally, parent workshops are conducted by the school counselor on a quarterly basis. Topics that are touched upon relate to school bullying, homework assistance, test preparation skills, etc.

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

Pinecrest Academy South builds partnerships with the local community agencies such as the Miami-Dade Firefighters, the Miami-Dade Fire and Rescue as well as with the Miami-Dade Police Department. These agencies volunteer their time to visit with the students at Pinecrest Academy South during Career Day where they speak to all of the student body and explain their jobs and assignments as firefighters, paramedics and officers of the law. Pinecrest Academy South also partners with department stores such as the local Target store to provide the school with donations from the "Take Charge of Education" program where guests designate 1 percent of their purchases from their RED card to fund Pinecrest Academy South.

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
Cangemi, Carmen	Principal
Gonzalez, Jannette	Administrative Support
Don, Yurima	Administrative Support
Sharma, Shalu	Instructional Coach
Sarkarati, Sylvia	Guidance Counselor
Arellano, Karyn	Teacher, K-12
Luis, Nadia	Teacher, K-12
Ramos, Jessica	Teacher, K-12
Ruiz, Elizabeth	Teacher, K-12
Solernou, Lydia	Teacher, K-12
Zurita, Rosa	Teacher, K-12

Duties

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

The Pinecrest South MTSS team is comprised of various members of the administration, faculty and staff.
The Principal and Lead Teachers (Carmen Cangemi, Jannette Gonzalez, and Yurima Don: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing appropriate instructional levels of support via classroom walk-throughs and informal and formal evaluations, ensure implementation of intervention support and documentation, and communicate with parents regarding school-based RtI plans and activities.
Grade Level Chairpersons (Ms. Arellano, Ms. Zurita, Ms. Ruiz, Ms. Ramos, Ms. Luis, Ms. Solernou): Provide information about core instruction, participate in student data collection, lead biweekly team meetings to disseminate information and coordinate lesson plans.
SPED Chair and Student Services Chair (Ms. Sharma and Ms. Sarkarati): Support the teachers by assisting them with the RtI process, provide strategies/plans to support intervention support and communicate with teachers regarding school-based RtI plans.

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

The school leadership team meets on a bi-monthly basis to discuss any areas in need of improvement in all core curricular areas in order to meet the needs of all students and maximize student outcomes. Instructional personnel and support staff are assigned according where the leadership team feels they can best serve the students. Resources are evaluated at the end of each school year based on the input from teachers and data is used to make decisions and changes in order to utilize resources that will have the highest impact in student achievement. Pinecrest Academy South purchases textbooks and supplementary materials/resources that are aligned to the Language Arts Florida Standards, Mathematics Florida Standards and Science Next Generation Sunshine State Standards.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Carmen Cangemi	Principal
Jannette Gonzalez	Teacher
Lydia Solernou	Teacher
Karyn Arellano	Teacher
Nadia Luis	Teacher
Rosa Zurita	Teacher
Angie Camacho	Parent
Francis Rivadeneira	Parent
Kim Doobay	Parent
Xmucane Saiz	Parent
Monica Paris	Parent
Jessica Valdes	Business/Community
Ivis Mendoza	Business/Community
Carol Moerler	Business/Community
Loni Garcia	Education Support Employee
Abby Garcia	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

School Advisory Council will met regularly to develop and to monitor the implementation of the School Improvement Plan, monitor student progress toward stated goals and objectives, determine how school funds will be used to support the school's mission and vision.The School Advisory Council met on September 25, 2013 to approve the School Improvement Plan. On March 12, 2014 the SAC met mid-year to evaluate the progress made with the stated goals.

Development of this school improvement plan

On May 12,2014 the school advisory council met to make recommendations for this year's School Improvement Plan. The council discussed and suggested goals for the following school year. Grade level teams also gathered to discuss the achievement of the goals based on the Mid-Year Report and in turn supplied new goals for the areas that were making insufficient progress.
On September 3,2014 the council reconvened to further discuss the goals for the 2014-2015 School Improvement Plan.

Preparation of the school's annual budget and plan

The School Advisory Council, through consensus, decides how the annual budget/funds will be utilized for the school year. The meeting will be held in January of 2015 to make final decisions on the distribution of funds.

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

The School Advisory Council decided that school improvement funds were to be utilized to augment technology based instruction that supports the school's mission. The budget of $3,660 ($5 per student) was applied towards the IXL Math Technology Program.

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
Don, Yurima	Administrative Support
Luis, Nadia	Teacher, K-12
Solernou, Lydia	Teacher, K-12
Castanedo, Cindy	Teacher, K-12
Alvarado, Jillian	Teacher, K-12
Luis, Ivette	Teacher, K-12
Alzati, Cristina	Teacher, K-12
Rosales-Loo, Nancy	Teacher, K-12
Espinoza, Karla	Teacher, K-12
Hernandez, Rafaela	Teacher, K-12
Perez, Raysa	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team will follow the Comprehensive Reading Plan and will work together to improve literacy instruction across the curriculum. The Literacy Leadership team maintains a connection to the school's response to intervention process and a multi-tiered system of reading support to create a capacity of reading knowledge and focus on areas of concern. Major Initiatives of the LLT for the 2014-2015 school year are: Book Fair, Read-a-thon, Buddy Reading, Favorite Storybook Character Parade, Peer Mentoring and Observations, Barnes and Noble Night, Reading Under the Stars (teachers/students read aloud).

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

All grade levels meet a minimum of one hour a week for collaborative planning.This year all teachers will participate in Peer Reflective Walks. Our PLCS will help facilitate an opportunity for our teachers to conduct peer reflective walks in each other's classrooms. These reflective walks are not evaluative. The

purpose of these walks is to enable our teachers to take charge of their professional learning by collecting data to help their teaching and improve student learning.

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

The school has a strategic plan in place to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school. Highly qualified teachers are recruited through online programs such as Teachers- Teachers.com and local job fairs. Once hired, teachers are supported through weekly common planning times and quarterly meetings with administrative staff. During these meetings teachers are given an opportunity to discuss concerns and give their input about instruction and the curriculum. Through professional learning communities, teachers are given an opportunity to collaborate and take a role as a stakeholder in the carrying out the school's vision and mission. Teachers are provided with continuous professional development to support effective practices and allow them an opportunity to obtain renewal points in order to comply with certification requirements.

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

The mentoring program at Pinecrest Academy South will pair new teachers with those that have had 5 years+ of teaching experience and those teachers that have consistently demonstrated mastery of teaching skills. Experienced and mastered teachers demonstrate they are consistently highly effective through annual evaluations and therefore are selected as role models to any beginning teacher. The mentor and mentee will meet on a regular basis to discuss evidence-based strategies for each domain. The mentor will assist with the development of an evidence based portfolio including reflections from observations, interviews and professional development.

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

The administration communicates with the vendors of the instructional programs and materials to ensure that they are aligned to the Language Arts and Mathematics Florida standards. In addition, teachers are asked to review the materials to make sure they will be effective in teaching the standards for their grade level.

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

The administrative team conducts data chats with individual teachers on a quarterly basis to discuss student progress on weekly assessments, interim assessments, and computerized programs. Grade level teachers will meet monthly to discuss student progress on assessments and adjust instruction as needed. Teachers are provided with an assistant for 30 minutes on a daily basis so that the classroom teacher can focus on the needs of the lowest performing students.

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

Strategy: After School Program

Minutes added to school year: 20,520

Pinecrest South will help provide an enriched and accelerated curriculum by offering students opportunities for after-school tutoring, Saturday tutoring, participation in clubs and activities that promote academic success.

Strategy Rationale

Pinecrest Academy South strives to provide the entire school population multiple opportunities to meet upon success. Students are therefore provided with in-house tutoring, differentiated instruction, outsourced clubs that focus on math tutoring, as well as enriching activities such as the Robotics Club and the Team Robotics that competes with local groups.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cangemi, Carmen, ccangemi@dadeschools.net

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

The effectiveness of these strategies will be measured by analyzing the data collected from the interim assessments.

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

Incoming Cohorts- Pinecrest Academy South employs a lottery system in which all applicants shall have an equal chance of being admitted through a random selection process conducted in conformity with Florida's Charter School Legislation.The school shall enroll any eligible student who submits a timely application. Siblings, employee and board member's children are given priority for registration at Pinecrest Academy South.
Outgoing Cohorts- PAC students and parents will meet with feeder pattern middle schools such as Pinecrest Preparatory Middle High School to learn about the school and its admission process. Students at PAC South are given priority when registering at PPMH.

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

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.   Pinecrest Academy South will implement differentiated instruction across all content areas.

G2.   Use the Early Warning System to identify at risk students in order to provide them with support and intervention that will increase their attendance, behavior and academic achievement.

G3.   Pinecrest Academy will implement the STEAM club and participate in all SECME challenges.

G4.   Our goal is for teachers to have 90% parental involvement in our "Parent Conference Day" .

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. Pinecrest Academy South will implement differentiated instruction across all content areas. `1a`

🔍 G048063

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	78.0
FAA Writing Proficiency	50.0

Resources Available to Support the Goal `2`

- IXL Math computerized program

- Computer Stations

- Science leveled readers

- Graphic Organizers

- Social Studies Weekly Newsletter

- Reflex Math

Targeted Barriers to Achieving the Goal `3`

- In order to meet the instructional needs of all students during language arts, teachers must manage their instructional time efficiently.

- Lack of computer stations inhibits the use of math software to differentiate instruction during math.

- Teachers require additional support in using available resources to teach science concepts to students of varying reading levels.

- Teachers require additional support in using available resources to teach social studies concepts to students of varying reading levels.

Plan to Monitor Progress Toward G1. `8`

The administrative team will conduct walk-throughs and meet with teachers to review grades, and assessment results.

Person Responsible
Carmen Cangemi

Schedule
Quarterly, from 9/1/2014 to 5/15/2015

Evidence of Completion
Assessment results, student grades, and teacher observations

G2. Use the Early Warning System to identify at risk students in order to provide them with support and intervention that will increase their attendance, behavior and academic achievement. 1a

🔍 G048270

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	67.0
Attendance Below 90%	3.0
Discipline incidents	1.0

Resources Available to Support the Goal 2

- Providing teacher assistants each day so that teachers may pull small intervention groups.
- Providing students with opportunities to relearn concepts learned in class and consequently students retaking assessments.
- Pull-out tutoring during certain special area classes.
- Reflex Math computer program.
- Go Math intervention components.
- IXL computer program.

Targeted Barriers to Achieving the Goal 3

- Limited access to computers at home
- Student access to computers at school
- Appropriate and timely placement of students in interventions.
- Communicable diseases may increase student absences
- The lack of self control may lead to inappropriate behaviors

Plan to Monitor Progress Toward G2. 8

Monthly computer program usage reports as well as reports that indicate progress students have attained will be closely monitored to evaluate progress towards meeting our goal.

Person Responsible
Jannette Gonzalez

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

Evidence of Completion
Evidence will indicate that students are making learning gains in the concepts and skills that they are practicing. Weekly assessment grades will also be indicative of progress.

Plan to Monitor Progress Toward G2. `8`

Teachers will meet with the administrative team to review grades, assessment results, progress made on math skills of students receiving math interventions. Intervention groups will be modified and changed if data indicates that students must continue or exit interventions.

> **Person Responsible**
> Carmen Cangemi
>
> **Schedule**
> Quarterly, from 9/1/2014 to 5/29/2015
>
> ***Evidence of Completion***
> Assessment results, teacher observations, and/or progress on math computer programs.

Plan to Monitor Progress Toward G2. `8`

Teachers will meet with the administrative team to review quarterly attendance reports

> **Person Responsible**
> Carmen Cangemi
>
> **Schedule**
> Quarterly, from 8/18/2014 to 5/29/2015
>
> ***Evidence of Completion***
> Attendance reports

Plan to Monitor Progress Toward G2. `8`

There will be a decrease in the amount of teacher managed referrals and office managed referrals given for inappropriate behaviors due to lack of self control.

> **Person Responsible**
> Carmen Cangemi
>
> **Schedule**
> Quarterly, from 8/18/2014 to 5/29/2015
>
> ***Evidence of Completion***
> Review data on RTIB database

G3. Pinecrest Academy will implement the STEAM club and participate in all SECME challenges. `1a`

`G048926`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	76.0

Resources Available to Support the Goal `2`

•

Targeted Barriers to Achieving the Goal `3`

• Students need more opportunities to participate in activities related to the integration of Science, Technology, Engineering and Mathematics.

Plan to Monitor Progress Toward G3. `8`

Attendance logs, participation logs, competition results and student created projects will be used to monitor the progress towards the goal.

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 10/6/2014 to 5/4/2015

Evidence of Completion

Attendance logs, participation logs, competition results and student created projects will be used to monitor the progress towards the goal.

G4. Our goal is for teachers to have 90% parental involvement in our "Parent Conference Day" . 1a

G049169

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	87.0

Resources Available to Support the Goal 2

•

Targeted Barriers to Achieving the Goal 3

• Teachers have difficulty meeting with all parents within the first quarter of the school year.

Plan to Monitor Progress Toward G4. 8

Teachers will schedule parents ahead of time to secure parent conferences and therefore have sufficient time to be able to meet with each parent in the homeroom.

Person Responsible
Carmen Cangemi

Schedule
On 9/25/2014

Evidence of Completion
Teachers will collect a parent sign in sheet to note parent attendance.

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. Pinecrest Academy South will implement differentiated instruction across all content areas. `1`

🔑 G048063

G1.B1 In order to meet the instructional needs of all students during language arts, teachers must manage their instructional time efficiently. `2`

🔑 B119726

G1.B1.S1 Provide professional development to teachers to assist in the implementation of the Daily 5 framework for instruction in reading. `4`

🔑 S131731

Strategy Rationale

The Daily 5 framework will allow for teachers to meet with small groups or confer with individual students while the rest of the students work on a series of literacy tasks.

Action Step 1 `5`

Provide professional development to teachers to assist in the the implementation of the Daily 5 framework for instruction in reading.

Person Responsible

Carmen Cangemi

Schedule

On 11/4/2014

Evidence of Completion

Supporting documentation to earn professional development master plan points

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

Administrative team will conduct walk-throughs as well as informal and formal evaluations.

Person Responsible

Carmen Cangemi

Schedule

Weekly, from 11/5/2014 to 5/29/2015

Evidence of Completion

Observation logs and IPEGS evaluation forms

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

Administrative team will meet with leadership team to discuss and receive feedback about Daily 5 reading instruction.

Person Responsible

Carmen Cangemi

Schedule

Monthly, from 11/5/2014 to 5/29/2015

Evidence of Completion

Student assessment data

G1.B2 Lack of computer stations inhibits the use of math software to differentiate instruction during math.
2

B127623

G1.B2.S1 Increase the number of computer stations in the classroom and create a new computer lab.
4

S139759

Strategy Rationale

Providing additional computer stations in the classrooms will allow students to use computer based programs more often to target their needs during differentiated instruction.

Action Step 1 5

Increase the number of computer stations in the classroom and create a new computer lab to provide students with opportunities to work at their instructional level.

Person Responsible

Carmen Cangemi

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Monthly report of computer program activity

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review computer usage reports and review progress during quarterly data chats with teachers

Person Responsible

Carmen Cangemi

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data of students' progress from the Performance and Usage report

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The administrative team will conduct data chats to review student progress and the results from the math interim assessment.

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Math interim assessment results

G1.B3 Teachers require additional support in using available resources to teach science concepts to students of varying reading levels. 2

B127626

G1.B3.S1 During the grade level planning time, teachers will collaborate to identify the appropriate leveled readers that will assist the students in comprehending the targeted science concept for the week. 4

S139761

Strategy Rationale

Science leveled readers will assist students in comprehending the targeted science concept for the week at their independent reading level.

Action Step 1 5

Utilize science leveled readers so that students may comprehend the targeted science concept for the week at their independent reading level.

Person Responsible

Carmen Cangemi

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Walk-throughs and formal evaluations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administrative team will conduct walk-throughs to assess the implementation of the strategy.

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Walk-through observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

An increase in the number of students scoring proficient on the science interim assessments will indicate the effectiveness of the strategy implementation.

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Interim assessment results

G1.B4 Teachers require additional support in using available resources to teach social studies concepts to students of varying reading levels. 2

B127628

G1.B4.S1 During the grade level planning time, teachers will collaborate to identify the appropriate grade level materials that will assist the students in comprehending the targeted social studies concept for the week. 4

S139763

Strategy Rationale

Students will demonstrate understanding of the weekly concept through the use of various modes of instructional materials to assist with comprehension.

Action Step 1 5

Teachers will use various modes of instructional materials to assist with comprehension.

Person Responsible

Carmen Cangemi

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Walk-throughs, student work samples, assessment results

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

The administrative team will conduct teacher observations ensure the use of different modes of instruction.

Person Responsible

Carmen Cangemi

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Walk-throughs, formal observations, and student work samples

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

An increase in the number of students scoring proficient on classroom assessments.

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Assessment results

G2. Use the Early Warning System to identify at risk students in order to provide them with support and intervention that will increase their attendance, behavior and academic achievement. `1`

G048270

G2.B1 Limited access to computers at home `2`

B120343

G2.B1.S1 Allow students access to the school's computer lab before school begins so that students may complete their computer based program assignments at that time. `4`

S135611

Strategy Rationale

Limited access to computers at home will become less of a barrier if Pinecrest Academy South provides multiple opportunities for students to have access to computers on campus.

Action Step 1 `5`

Provide computer lab early morning hours.

Person Responsible

Carmen Cangemi

Schedule

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

Evidence of Completion

Computer program completion logs monitored by the classroom teacher.

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

Ensure there is a staff member working at the computer lab to oversee the students completing their math computer program assignments.

Person Responsible

Jannette Gonzalez

Schedule

Daily, from 9/18/2014 to 5/29/2015

Evidence of Completion

Computer lab sign-in and out logs.

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

Ensure there is a staff member working at the computer lab to oversee the students completing their math computer program assignments.

Person Responsible

Jannette Gonzalez

Schedule

Daily, from 9/18/2014 to 5/29/2015

Evidence of Completion

Computer lab sign-in and out logs.

G2.B2 Student access to computers at school 2

B123755

G2.B2.S1 Assign a second computer lab to provide additional computer stations. 4

S135630

Strategy Rationale

Increasing the amount of computer stations will allow a flexible schedule when assigning computer lab time to all classes.

Action Step 1 5

Pinecret Academy South will establish a second computer lab to provide more flexibility in the computer time schedules.

Person Responsible

Yurima Don

Schedule

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

Evidence of Completion

Monthly reports of computer program activity.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

A schedule will be created to allow more time for students to attend the computer lab.

Person Responsible

Jannette Gonzalez

Schedule

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

Evidence of Completion

Monthly reports of computer program activity.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

A schedule will be created to allow more time for students to attend the computer lab.

Person Responsible

Jannette Gonzalez

Schedule

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

Evidence of Completion

Monthly reports of computer program activity.

G2.B3 Appropriate and timely placement of students in interventions. `2`

🔑 B123756

G2.B3.S1 Review student data at the beginning of the year to detect the number of students requiring math interventions. Provide assistants to help teachers pull small groups. `4`

🔑 S136748

Strategy Rationale

Early interventions will result in students becoming more proficient in math skills and problem solving.

Action Step 1 `5`

Teachers will review assessment data to determine the number of students requiring interventions.

Person Responsible

Carmen Cangemi

Schedule

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

Evidence of Completion

Assessment data, benchmark assessment results, results of data chats with administrative team.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Administration will meet with teachers to review student data. Walk-thrus will be conducted during interventions to ensure groups are meeting with fidelity.

Person Responsible

Carmen Cangemi

Schedule

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

Evidence of Completion

Walk-thru evaluations. Student assessment data.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Administration will meet with teachers to review student data. Walk-thrus will be conducted during interventions to ensure groups are meeting with fidelity.

Person Responsible

Carmen Cangemi

Schedule

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

Evidence of Completion

Walk-thru evaluations. Student assessment data.

G2.B4 Communicable diseases may increase student absences 2

🔍 B133006

G2.B4.S2 Teachers will conduct mini lessons on washing hands and maintaining good hygiene. 4

🔍 S144943

Strategy Rationale

These lessons will assist in decreasing the spread of communicable diseases.

Action Step 1 5

Teachers will conduct mini lessons on washing hands and maintaining good hygiene to avoid the spread of communicable diseases.

Person Responsible

Carmen Cangemi

Schedule

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

Evidence of Completion

Student work samples and observations

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Administrative team will conduct walk through observations

Person Responsible

Carmen Cangemi

Schedule

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

Evidence of Completion

Observation logs

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Review quarterly attendance reports

Person Responsible

Carmen Cangemi

Schedule

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

Evidence of Completion

Attendance reports

G2.B5 The lack of self control may lead to inappropriate behaviors `2`

`B133013`

G2.B5.S1 Implement Positive Behavior Support lessons in all grade levels `4`

`S144945`

Strategy Rationale

These lessons will equip students with social skills that will assist them in dealing with frustrating situations.

Action Step 1 `5`

Teachers will conduct positive behavior support lessons

Person Responsible

Carmen Cangemi

Schedule

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

The school counselor will provide teachers with monthly positive behavior support lesson plans

Person Responsible

Carmen Cangemi

Schedule

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

Evidence of Completion

Student work samples and teacher observaitons

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

The administrative team and the school counselor will review the teacher and office managed referrals

Person Responsible

Schedule

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

Evidence of Completion

Teacher managed referrals and office managed referrals recorded on RTIB database

G3. Pinecrest Academy will implement the STEAM club and participate in all SECME challenges. 1

🔧 G048926

G3.B1 Students need more opportunities to participate in activities related to the integration of Science, Technology, Engineering and Mathematics. 2

🔧 B122174

G3.B1.S1 Students are invited to participate in the STEAM club after school. 4

🔧 S134622

Strategy Rationale

The STEAM club will prepare students to participate in all of the SECME activities such as the egg drop, the science olympiad, the water propelled rocket, and the banner challenge.

Action Step 1 5

Students will meet after school on a weekly basis to prepare for the SECME Challanges.

Person Responsible

Shalu Sharma

Schedule

Weekly, from 9/8/2014 to 5/18/2015

Evidence of Completion

The students' completed activities for each of the challenges will be the evidence used to demonstrate the completion of the activity.

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

Administrators will visit the club meetings

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 10/6/2014 to 5/4/2015

Evidence of Completion

Student attendance records, activity logs, competition results

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

Administrator will meet with the club sponsor

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 10/6/2014 to 5/4/2015

Evidence of Completion

Student activities, participation logs, competition results

G4. Our goal is for teachers to have 90% parental involvement in our "Parent Conference Day" . `1`

🔍 G049169

G4.B1 Teachers have difficulty meeting with all parents within the first quarter of the school year. `2`

🔍 B122856

G4.B1.S1 A teacher workday in the first quarter will be designated as Parent-Teacher Conference Day. `4`

🔍 S134773

Strategy Rationale

This will allow teachers with ample time to meet with all of their students' parents to discuss social and behavioral strengths and weaknesses as well as academic progress and concerns.

Action Step 1 `5`

All teachers will schedule parent conferences on the designated Parent Conference Day.

Person Responsible

Carmen Cangemi

Schedule

On 9/25/2014

Evidence of Completion

Teachers will collect a parent sign in sheet to note parent attendance.

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

The teacher workday will be designated as a day for parent teacher conferences only.

Person Responsible

Carmen Cangemi

Schedule

On 9/25/2014

Evidence of Completion

Teachers will collect a parent sign in sheet to note parent attendance.

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

Teachers will collect a parent sign in sheet to note parent attendance.

Person Responsible

Carmen Cangemi

Schedule

On 9/25/2014

Evidence of Completion

Teachers will collect a parent sign in sheet to note parent attendance.

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 professional development to teachers to assist in the the implementation of the Daily 5 framework for instruction in reading.	Cangemi, Carmen	11/4/2014	Supporting documentation to earn professional development master plan points	11/4/2014 one-time
G3.B1.S1.A1	Students will meet after school on a weekly basis to prepare for the SECME Challanges.	Sharma, Shalu	9/8/2014	The students' completed activities for each of the challenges will be the evidence used to demonstrate the completion of the activity.	5/18/2015 weekly
G4.B1.S1.A1	All teachers will schedule parent conferences on the designated Parent Conference Day.	Cangemi, Carmen	9/25/2014	Teachers will collect a parent sign in sheet to note parent attendance.	9/25/2014 one-time
G2.B1.S1.A1	Provide computer lab early morning hours.	Cangemi, Carmen	9/29/2014	Computer program completion logs monitored by the classroom teacher.	5/29/2015 weekly
G2.B2.S1.A1	Pinecret Academy South will establish a second computer lab to provide more flexibility in the computer time schedules.	Don, Yurima	8/18/2014	Monthly reports of computer program activity.	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Teachers will review assessment data to determine the number of students requiring interventions.	Cangemi, Carmen	8/18/2014	Assessment data, benchmark assessment results, results of data chats with administrative team.	5/29/2015 daily
G1.B2.S1.A1	Increase the number of computer stations in the classroom and create a new computer lab to provide students with opportunities to work at their instructional level.	Cangemi, Carmen	9/1/2014	Monthly report of computer program activity	5/29/2015 daily
G1.B3.S1.A1	Utilize science leveled readers so that students may comprehend the targeted science concept for the week at their independent reading level.	Cangemi, Carmen	9/1/2014	Walk-throughs and formal evaluations	5/29/2015 weekly
G1.B4.S1.A1	Teachers will use various modes of instructional materials to assist with comprehension.	Cangemi, Carmen	9/1/2014	Walk-throughs, student work samples, assessment results	5/29/2015 weekly
G2.B4.S2.A1	Teachers will conduct mini lessons on washing hands and maintaining good hygiene to avoid the spread of communicable diseases.	Cangemi, Carmen	8/18/2014	Student work samples and observations	5/29/2015 quarterly
G2.B5.S1.A1	Teachers will conduct positive behavior support lessons	Cangemi, Carmen	8/18/2014	Student work samples	monthly
G1.MA1	The administrative team will conduct walk-throughs and meet with teachers to review grades, and assessment results.	Cangemi, Carmen	9/1/2014	Assessment results, student grades, and teacher observations	5/15/2015 quarterly
G1.B1.S1.MA1	Administrative team will meet with leadership team to discuss and receive feedback about Daily 5 reading instruction.	Cangemi, Carmen	11/5/2014	Student assessment data	5/29/2015 monthly
G1.B1.S1.MA1	Administrative team will conduct walk-throughs as well as informal and formal evaluations.	Cangemi, Carmen	11/5/2014	Observation logs and IPEGS evaluation forms	5/29/2015 weekly
G1.B2.S1.MA1	The administrative team will conduct data chats to review student progress and the results from the math interim assessment.	Cangemi, Carmen	9/1/2014	Math interim assessment results	5/29/2015 quarterly
G1.B2.S1.MA1	Review computer usage reports and review progress during quarterly data chats with teachers	Cangemi, Carmen	9/1/2014	Data of students' progress from the Performance and Usage report	5/29/2015 monthly
G1.B3.S1.MA1	An increase in the number of students scoring proficient on the science interim assessments will indicate the effectiveness of the strategy implementation.	Cangemi, Carmen	9/1/2014	Interim assessment results	5/29/2015 quarterly
G1.B3.S1.MA1	The administrative team will conduct walk-throughs to assess the implementation of the strategy.	Cangemi, Carmen	9/1/2014	Walk-through observations	5/29/2015 quarterly
G1.B4.S1.MA1	An increase in the number of students scoring proficient on classroom assessments.	Cangemi, Carmen	9/1/2014	Assessment results	5/29/2015 quarterly
G1.B4.S1.MA1	The administrative team will conduct teacher observations ensure the use of different modes of instruction.	Cangemi, Carmen	9/1/2014	Walk-throughs, formal observations, and student work samples	5/29/2015 weekly
G2.MA1	Monthly computer program usage reports as well as reports that indicate progress students have attained will be closely monitored to evaluate progress towards meeting our goal.	Gonzalez, Jannette	8/18/2014	Evidence will indicate that students are making learning gains in the concepts and skills that they are practicing. Weekly assessment grades will also be indicative of progress.	5/29/2015 monthly
G2.MA2	Teachers will meet with the administrative team to review grades, assessment results, progress made on	Cangemi, Carmen	9/1/2014	Assessment results, teacher observations, and/or progress on math computer programs.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	math skills of students receiving math interventions. Intervention groups will be modified and changed if data indicates that students must continue or exit interventions.				
G2.MA3	Teachers will meet with the administrative team to review quarterly attendance reports	Cangemi, Carmen	8/18/2014	Attendance reports	5/29/2015 quarterly
G2.MA4	There will be a decrease in the amount of teacher managed referrals and office managed referrals given for inappropriate behaviors due to lack of self control.	Cangemi, Carmen	8/18/2014	Review data on RTIB database	5/29/2015 quarterly
G2.B1.S1.MA1	Ensure there is a staff member working at the computer lab to oversee the students completing their math computer program assignments.	Gonzalez, Jannette	9/18/2014	Computer lab sign-in and out logs.	5/29/2015 daily
G2.B1.S1.MA1	Ensure there is a staff member working at the computer lab to oversee the students completing their math computer program assignments.	Gonzalez, Jannette	9/18/2014	Computer lab sign-in and out logs.	5/29/2015 daily
G2.B2.S1.MA1	A schedule will be created to allow more time for students to attend the computer lab.	Gonzalez, Jannette	8/18/2014	Monthly reports of computer program activity.	5/29/2015 daily
G2.B2.S1.MA1	A schedule will be created to allow more time for students to attend the computer lab.	Gonzalez, Jannette	8/18/2014	Monthly reports of computer program activity.	5/29/2015 daily
G2.B3.S1.MA1	Administration will meet with teachers to review student data. Walk-thrus will be conducted during interventions to ensure groups are meeting with fidelity.	Cangemi, Carmen	8/18/2014	Walk-thru evaluations. Student assessment data.	5/29/2015 weekly
G2.B3.S1.MA1	Administration will meet with teachers to review student data. Walk-thrus will be conducted during interventions to ensure groups are meeting with fidelity.	Cangemi, Carmen	8/18/2014	Walk-thru evaluations. Student assessment data.	5/29/2015 weekly
G2.B5.S1.MA1	The administrative team and the school counselor will review the teacher and office managed referrals		8/18/2014	Teacher managed referrals and office managed referrals recorded on RTIB database	5/29/2015 quarterly
G2.B5.S1.MA1	The school counselor will provide teachers with monthly positive behavior support lesson plans	Cangemi, Carmen	8/18/2014	Student work samples and teacher observaitons	5/29/2015 monthly
G2.B4.S2.MA1	Review quarterly attendance reports	Cangemi, Carmen	8/18/2014	Attendance reports	5/29/2015 quarterly
G2.B4.S2.MA1	Administrative team will conduct walk through observations	Cangemi, Carmen	8/18/2014	Observation logs	5/29/2015 quarterly
G3.MA1	Attendance logs, participation logs, competition results and student created projects will be used to monitor the progress towards the goal.	Cangemi, Carmen	10/6/2014	Attendance logs, participation logs, competition results and student created projects will be used to monitor the progress towards the goal.	5/4/2015 quarterly
G3.B1.S1.MA1	Administrator will meet with the club sponsor	Cangemi, Carmen	10/6/2014	Student activities, participation logs, competition results	5/4/2015 quarterly
G3.B1.S1.MA1	Administrators will visit the club meetings	Cangemi, Carmen	10/6/2014	Student attendance records, activity logs, competition results	5/4/2015 quarterly
G4.MA1	Teachers will schedule parents ahead of time to secure parent conferences and therefore have sufficient time to be able to meet with each parent in the homeroom.	Cangemi, Carmen	9/25/2014	Teachers will collect a parent sign in sheet to note parent attendance.	9/25/2014 one-time
G4.B1.S1.MA1	Teachers will collect a parent sign in sheet to note parent attendance.	Cangemi, Carmen	9/25/2014	Teachers will collect a parent sign in sheet to note parent attendance.	9/25/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	The teacher workday will be designated as a day for parent teacher conferences only.	Cangemi, Carmen	9/25/2014	Teachers will collect a parent sign in sheet to note parent attendance.	9/25/2014 one-time

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. Pinecrest Academy South will implement differentiated instruction across all content areas.

G1.B1 In order to meet the instructional needs of all students during language arts, teachers must manage their instructional time efficiently.

G1.B1.S1 Provide professional development to teachers to assist in the implementation of the Daily 5 framework for instruction in reading.

PD Opportunity 1

Provide professional development to teachers to assist in the the implementation of the Daily 5 framework for instruction in reading.

Facilitator

Caremen Cangemi, Debora Avila, Elizabeth Ruiz, and Cristina SanGabino

Participants

All kindergarten through fifth grade homeroom teachers.

Schedule

On 11/4/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Pinecrest Academy South will implement differentiated instruction across all content areas.	367
Grand Total	**367**

Goal 1: Pinecrest Academy South will implement differentiated instruction across all content areas.		
Description	**Source**	**Total**
B1.S1.A1 - Daily 5 video seminar	Other	298
B1.S1.A1 - Daily CAFE membership	Other	69
B2.S1.A1 - The budget of $3,660 ($5 per student) was applied towards the IXL Math Technology Program.	School Improvement Funds	0
Total Goal 1		**367**