Miami-Dade County Public Schools

Pinecrest Cove Academy

2016-17 Schoolwide Improvement Plan

Pinecrest Cove Academy

4101 SW 107TH AVE, Miami, FL 33165

www.pinecrestcove.com

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Pinecrest Cove Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Pinecrest Cove Preparatory Academy is to provide individual instruction, in a nurturing environment, ensuring college and career success, using rigor, relevance, and relationships to empower students to become tomorrow's global leaders.

b. Provide the school's vision statement.

The core philosophy and vision Pinecrest Cove Preparatory Academy is to empower lifelong learners with knowledge and values required for productive global leadership.

2. School Environment

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

At Pinecrest Cove Academy teachers work towards understanding where their students come from before school starts with an introductory phone call to students' homes. In this initial contact teachers get to begin getting to know their students and families. Teachers incorporate a variety of inventories to learn about their students, from their cultural backgrounds to their personal likes and dislikes as well as their personalities. Teachers utilize a variety of inventories including "All About Me" and interest inventories at the beginning of the year. This process grows as the family environment throughout Pinecrest Cove Academy nurtures a sense of bonding and teachers identify their students as their "kids". It is more than a teacher-student relationship at Pinecrest Cove Academy– we truly become a family.

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

All stakeholders agree to the school's mission, vision, and values as well as the appropriate ways in which to interact with one another. This is varied throughout the entire day at Pinecrest Cove Academy, from when the first employee enters the building until the final employee locks up for the night. All stakeholders, from teachers to staff to parents and students sign an agreement to uphold these values and beliefs which directly impact student safety and respect. Before school it is carried out in the adults monitoring the hallways ensuring students physical as well as emotional well-being, hall monitors assisting as well, and the nurturing cafeteria staff providing breakfast to fuel learning.

Throughout the school day students are expected to follow the student code of conduct and all adults are expected to uphold it as well in an ethical and respectful way. All staff knows the chain of command to assist students in any issues they have, from feeling unsafe to feeling disrespected, and we have a full-time counselor to help students as well as teachers and community members if the need were to arise.

This carries on in after school hours as our after school programs are built on a foundation of trust and respect where each counselor is held to high expectations and students are provided a safe and nurturing environment to study and wait for their parents to pick them up.

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

At Pinecrest Cove Academy all parents and students are required to acknowledge both the county-wide Code of Student Conduct as well as the Academy's behavior policy. Teachers and staff reinforce these policies at Open House and the first few days of school. This system is implemented school-wide and teachers do adapt them to fit the needs of their class, however, the heart of the system remains the same and in effect throughout the campus. The teachers and staff are briefed in the importance of the system and the importance of consistency and fidelity in following through with behavioral consequences. These protocols are clearly outlined in the Parent-Student Handbook and available for all stakeholders to review.

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

At Pinecrest Cove Academy we value each child's uniqueness at the academic, physical, and emotional levels. It is extremely important to all staff members that each child's socio-emotional needs are met, as without those needs being met, we cannot do our job of fully educating each child. We employ a full-time counselor who provides one-to-one counseling on an as-needed or continuous basis. The counselor has an incredible peer mentoring program in place to assist in conflict resolution scenarios. Additionally, the counselor provides faculty and staff various opportunities and resources to be better aware of the socio-emotional needs of students, what signs to look for, and how to respond to students in a supportive way. The counselor also goes beyond and provides such services for parents as well to assist in a variety of topics such as stress, bullying, and Internet safety.

3. Early Warning Systems

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

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

At Pinecrest Cove Academy monitoring for early detection of EWS is the key to minimizing behaviors that if not addressed, can become routine, eventually affecting student achievement.

Attendance is monitored daily by classroom teachers and the attendance manager. They keep track of student tardies, absences, and early dismissal. Daily communication takes place between the school and the parents to monitor reasons for such tardies, absences, or early dismissal. This information is then sent to the school counselor where additional contact is made with parents. Parents are notified throughout the process and tardies/absences are documented via school forms and or SCAMS when necessary. Parents are asked to sign attendance contracts when tardies, absences, and or early dismissal have become excessive. The Attendance Review Committee meets with parents to inform them of how the tardies, absences, and or early dismissal has or can affect their child and together as a team, develop ideas, strategies and or solutions to improve attendance patterns.

Behavior is monitored daily by classroom teachers, instructional coaches, and school counselor. They keep track of student behavior in and out of the classroom. Daily communication takes place between the classroom teacher and the parents to discuss and monitor behavior and or patterns in behavior that need improvement. When a child displays a behavior that constitutes being sent to the office, the child is sent with a referral which describes the incident, behavior displayed by the student and or students, and a summary detailing parent/teacher communication. This information is then sent to the school counselor and or administration where additional contact is made with parents. The Code of

Student Conduct is used to determine action to be taken as well as student consequences to be issued. Parents are notified throughout the process and may be called to the school depending on the situation. The incident is documented via school forms and or SCAMS when necessary. The Discipline Committee meets with parents throughout the year to discuss behavior issues and concerns and how the behavior is or can affect their child and together as a team, develop ideas, strategies and or solutions to prevent and improve on the displayed behavior patterns. The school has many factors in place to deter or prevent such behaviors from occurring such as:
-after school clubs/sports (basketball, volleyball, patrols, Peer Mediators, SECME, Robotics, El Grupito, chorus, band, art, dance, cheerleading, etc.) students can apply to or try out for, but must keep exemplary behavior in order to remain a member or on the team
-school wide incentives for behavior
-bully prevention curriculum and week of exciting activities
-counselor chats

Good academic standing is monitored daily by classroom teachers, instructional coaches, and school counselor. They keep track of student grade-point averages and student performance outcomes on interim assessments, i-Ready Reading/Mathematics assessments, etc. Daily communication takes place between the classroom teacher and the parents to discuss and monitor subjects at-risk and or skills needing improvement. A progress report is sent every quarter detailing student academic standing and is then followed by a report card at the end of the quarter. Additional contact is made in between these reporting dates if students should fall a letter grade or are in danger of that taking place. The administration and instructional coaches are kept informed of student's academic standings throughout the quarter via documentation that details student's grade point average in each subject on a bi-weekly basis. Students at-risk are progress monitored by the classroom teacher, instructional coaches, school counselor, and administration. The committee meets with parents throughout the year to discuss concerns and how the patterns displayed is or can affect their child's academic standing and together as a team, develop ideas, strategies and or solutions to prevent quarterly failure and improve academically. The school has many factors in place to assist students and prevent academic failure of subjects from occurring such as:
-afterschool turoring
-intervention programs
-Saturday academy
-after school clubs/sports (basketball, volleyball, patrols, Peer Mediators, SECME, Robotics, El Grupito, chorus, band, art, dance, cheerleading, etc.) students can apply to or try out for, but must keep exemplary academics in order to remain a member or on the team
-school wide incentives for academic achievement
-certificates for honor roll students
-counselor chats

Early Warning Systems
1. Attendance Below 90%
2. One or more Suspensions
3. Course Failure in ELA & Mathematics
4. Level 1 in Statewide Standardized Testing
5. Administrative Detentions
6. Discipline Referrals

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	2	0	0	4	0	7	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	0	0	1	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	7	1	5	0	0	0	0	0	13

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	3	0	1	6	0	10	0	0	0	0	0	20

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

Pinecrest Cove Academy continuously aims to target the students that show EWS indicators. There are different strategies that are done as a school in order to address EWS indicators with sufficient time in order to remedy the deficiency. In the beginning of the school year parents receive documentation regarding attendance and tardies. The school has all parents and students sign the code of student conduct which entails consequences for behavior. There are teacher/parent conferences held initially to discuss any concerns on academics or behavior. The students are also referred to the school counselor for group or individual counseling when targeting specific indicators. In house referrals or administrative detentions are given to address the behaviors that are not acceptable. Parent conferences are held with the school counselor initially or with the administration if the behavior continues. Before yearly statewide testing the school counselor visits the classes to discuss techniques and testing tips. In addition, the counselor has group meetings with the level 1's and 2's for more testing strategies and stress techniques related to testing. Pinecrest Cove Academy continually meets with the Leadership Team to discuss and implement processes for early identification and remediation in order to address and successfully target all EWS indicators.

B. Family and Community Engagement
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).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Pinecrest Cove Academy works diligently to keep families involved through a variety of ways. Parents are encouraged to create accounts to check on student progress and to complete the volunteer form annually to be able to participate in school events for volunteer hours and be a part of creating lasting memories for their children. The school provides an Open House student and parent event before the official start of school to initiate parental involvement and assist parents with becoming familiar with

school and classroom policies and procedures. The school uses phone calls, emails, school website, and social media to communicate with families and keep them up-to-date. Additionally, Pinecrest Cove Academy works with the Parents as Liaisons organization to not only communicate the school's mission and vision to parents through its network, but to grow and fulfill the school's mission and vision incorporating the unification of all stakeholders working together as a community.

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

Pinecrest Cove Academy believes it is vital for the school to build and sustain local and community partnerships as it directly ties in with the vision and mission of the school and is paramount in increasing student achievement. At the classroom level teachers are encouraged to find donors and opportunities through parent contacts, local organizations and websites such as Donors Choose, Adopt-a-Classroom, etc., to support student achievement. At the school level the school offers opportunities for businesses in the area to support the school through an annual Walk-A-Thon, Stingray Festival, yearly Publix Mother's Day cake activities, while taking individual, group, or even spring pictures of our students and staff, through our school Stingray Membership discount cards and ads made possible through advertisement in our school yearbook. Through such partnerships is what makes it possible for Pinecrest Cove Academy to continue with it's outstanding reputation through the community of being a top-notch K-8 center.

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

1. School Leadership Team

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

Name	Title
Dopico, Susie	Principal
Rodriguez, Vanessa	Assistant Principal
Stephens , Lizeth	Instructional Coach
Espinoza , Tommy	Teacher, ESE
Gonzalez , Lissette	Psychologist
Obeso, Ivy	Other
Gasset, Grace	Instructional Media
Abreu , Lourdes	Teacher, K-12
Rivera , Kathleen	Teacher, K-12
Espinoza , Christina	School Counselor
Darias , Ana	School Counselor
Simon , Elizabeth	Teacher, K-12
DeFalco, Alexa	Teacher, K-12
Castello, Jenny	Teacher, K-12
Sosa , Marlene	Teacher, K-12
Troller , Melany	Teacher, K-12
Veloso, Francesca	Instructional Coach

b. Duties

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

Susie Dopico - Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing MTSS, intervention and documentation, and adequate professional development to support school improvement initiatives. The Principal oversees the administration of RtI skills of school staff, and communicates with parents regarding school-based RtI plans and activities.

Vanessa Rodriguez - Assistant Principal: Assists the Principal in carrying out the vision/mission of the MTSS and the implementation of RtI. Test Chairperson: Provides data to the MTSS Leadership Team based on state, district and school-wide based assessments.

Ms. Simon, Ms. Abreu, Ms. DeFalco, Ms. Castello, Ms. Sosa, Ms. Rivera-Moreno, Ms. Espinoza, Ms. Troller, and Ms. Veloso - Department/Grade Level Chairs: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Engage in classroom observations to assure implementation of the school improvement efforts.

Tommy J. Espinoza - SPED Chair & Instructional Coach: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials. Attends meetings and relays pertinent information to the MTSS Leadership Team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Lizeth Stephens - ELL Chair & Instructional Coach: Works in partnership with ELL teachers and provides teachers with ELL strategies and materials. Attends meetings and relays pertinent information to the MTSS Leadership Team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Lissette Gonzalez - School Psychologist: Interprets and analyzes data provided by the general education teachers. Assists in the development of IEP's and will offer aid with intervention materials and strategies.

Ivy Obeso - Speech and Language Pathologist: Provides the team with the knowledge needed to understand the role that language plays in the curriculum.

Ana Darias - Counselor: Serves as a liaison between the families and the school to continuously support the student's social, emotional, and educational needs.

Grace Gasset - Media Specialist: Provides assistance to teachers and students in obtaining media and library resources. Develops and implements professional development for teachers in the area of technology, aids in the acquisition of support material that enhances instructional intervention in the area of research, and endorses cross-curricular activities related to reading.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Pinecerst Cove Academy ensures the resources offered are aligned to Florida's standards in order to provide all it's students the most current instructional curriculum and resources. Through weekly briefings, quarterly principal meetings, and Reading/Mathematics/Science coach meetings, the school is kept up to date on newly adopted textbooks, curriculum updates, changes in state standardized assessments, and new or updated versions of resources that are aligned to state standards. Teachers receive an academic resource chart that includes all the programs that are available either purchased by the school or provided by the District at no cost. This resource chart is updated throughout the year by the administration as new programs are adopted by the District or purchased by the school. Tangible resources are inventoried and disbursed to the teachers for immediate use with their students. The instructional coaches keep a detailed inventory on a quarterly or as needed basis to ensure proper tracking and upkeep of all resources.

The MTSS Leadership Team seeks out federal, state and local programs and coordinates with District personnel to meet the needs of all students and maximize desired student outcomes. Through a multi-tiered system of support, the school is able to meet the personal, instructional, and curricular needs of all it's students based on their specific needs.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? Using progress monitoring reports from Intervention programs, Journey's, District Baseline and Interim Assessments, i-Ready Reading and Mathematics and Waggle assessments results.
(What progress will show a positive response?)
Students showing growth and improvement on the quarterly assessments, academic grades and meeting standards on State Assessment Tests.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS will meet to discuss student progress and address academic and/or behavior results with a 5 week period if adequate growth is not exhibited by students.)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2 - The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention.

Tier 3 - The third level of support consists of additional supplemental instruction and interventions

provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 3 problem solving meetings occur regularly (monthly) to:
1. Review OPM data for intervention to evaluate individual student response.
2. Support interventions where there is not an overall positive response.
3. Select students for SST evaluation process.

Additionally, the school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely planned, examined, and monitored. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (once a month) that can reliably track progress on a schedule based on student need across Tiers. 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Susie Dopico	Principal
Lizeth Stephens	Teacher
Tommy Espinoza	Teacher
Kathleen Rivera	Teacher
Isa Samanez	Parent
Grace Gasset	Education Support Employee
Lourdes Abreu	Teacher
Christina Espinoza	Education Support Employee
Jocelyn Santana	Parent
Marisela Gonzales	Parent
Amanda Sosa	Student
Francesca Veloso	Education Support Employee
Marlene Sosa	Teacher
Jennifer Simon	Teacher
Jenny Castello	Teacher
Alexa DeFalco	Teacher
Ana Darias	Education Support Employee
Nicole Coscullela	Parent
Jenny Toledo	Parent
Jackie Gonzalez	Parent
Ana Martinez	Parent
Yohanis Riesgo	Parent
Melody Valverde	Parent
Dixie Dent	Parent
Lucienna Rodriguez	Parent
Kathy Garrote	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC is involved in the evaluation of the previous School Improvement Plan which was conducted on May 18, 2016. The SAC attends scheduled meetings at the school to review the end of year student performance data in order to determine the students' needs and outcomes as well as recommends strategies to improve on in those areas of need. The SAC reviews reports dealing with the approval of the final School Improvement Plan, including the strategies set to continue for the following school year, those strategies needing modification, as well as the strategies being discarded. The SAC discusses the strengths, areas of improvement, and weaknesses of last year's School Improvement Plan in order to assist in creating a more rigorous and detailed plan to improve on student achievement and address issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/

graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services, and its ongoing monitoring.

b. Development of this school improvement plan

The SAC assists in the preparation, implementation, and evaluation of the School Improvement Plan. The SAC attends scheduled meetings at the school to review all applicable student performance data in order to determine the students' needs and prioritizes them as well as recommends strategies to improve on those areas of need. The SAC regularly reviews reports dealing with the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments. The SAC will give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. The current minutes reflect the approval of the plan by the SAC on September 21, 2016.

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

The SAC is involved in the preparation of the school's annual budget and plan as well as serves as an advisor to the principal. In order to accomplish this, the SAC attends scheduled monthly meetings to review student performance data in order to determine the students' needs. Priorities are placed based on these needs and discussions take place to guide the direction of purchases for the school year. The SAC also assists with guiding the direction of FTE/EESAC funds and Recognition monies. Copies of the school budget are then provided to all members of the SAC. Budget decisions and implementation timelines are tracked through the SAC's minutes and made available to all stakeholders. The minutes reflect the approval for use of SAC funds on September 21, 2016. The allocation for this school year is a total of $3,660.00 to be used for Saturday School Tutoring.

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

Saturday School Tutoring - In order to service those students who need intensive remediation, on grade level instruction, and above grade level enrichment, Saturday school will be made available to service the individual needs of all students ($3,400.00). Attendance Incentives and Certificates - Used to motivate students to increase school attendance rate ($250.00).

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Dopico, Susie	Principal
Rodriguez, Vanessa	Assistant Principal
Stephens , Lizeth	Instructional Coach
Espinoza , Tommy	Teacher, ESE
Broche , Caridad	Teacher, K-12
Gasset, Grace	Instructional Media
Troller , Melany	Teacher, K-12
Simon , Elizabeth	Teacher, K-12
Abreu , Lourdes	Teacher, K-12
DeFalco, Alexa	Teacher, K-12
Castello, Jenny	Teacher, K-12
Rivera , Kathleen	Teacher, K-12

b. Duties

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

The initiatives of the LLT in promoting literacy will be to provide new strategies and interventions to meet the RtI model, based on the student needs provided by the data, (e.g. I-Ready, Interims). The LLT will work closely with classroom teachers to ensure high-fidelity implementation of Reading instruction. The LLT team will also make instructional and programmatic decisions in order to create and maintain a school-wide focus on literacy and reading achievement and improve literacy instruction across the curriculum. The LLT will support literacy instruction by offering professional growth opportunities and provide coverage to attendees when needed and provide adequate notice of meetings in order to ensure progress towards the initiative.

D. Public and Collaborative Teaching

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

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

Positive working relationships between teachers is vital in creating unity and cohesiveness. Teachers at Pinecrest Cove Academy work together to develop strong ties that build on collaborative relationships that extend far beyond the classroom. During faculty meetings teachers are asked to present sample activities incorporating best practices using state standards with their grade level team. Teachers also have common planning time which allows for grade level unity and sharing of ideas as well as provides opportunities to establish and build upon relationships. Common planning time is also extended to teachers teaching the same content in order to build upon skills and ensure a solid foundation. School committees provide additional opportunities for teachers to come together for the benefit of all stakeholders as this is where many of the clubs, school wide activities and events are planned.

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

Recruit Highly Qualified Teachers
-School Website-Recruitment to attract possible candidates for employment through a rigorous interview process.
-Soliciting referrals from current employees, parents and stakeholders.

Development of Highly Qualified Teachers
-Inform teachers of upcoming classes towards endorsements and or certifications.
-Coordinate to provide courses/training at the school to assist teachers in attaining endorsements.
-Provide teachers the Stingrays Mentor Stingrays program created at the school for teachers new to Pinecrest Cove.
-Provide teachers the new Teacher Mentor Program for teachers new to the teaching profession.

Retain Highly Qualified Teachers
-Participation in Professional Learning Communities for support and growth.
-Provide leadership opportunities to support instruction for professional advancement.
-Grade-level chair opportunities with supplements provided to assist in retaining experienced teachers.
-Assign new teachers to veteran mentors or buddy teachers, through a support system for observations and school related activities.

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

Pinecrest Cove Academy pairs up novice teachers with mentor teachers at the beginning of the school year during orientation week. During this time and throughout the year, the mentor teacher regularly meets with the novice teacher to make them aware of important processes, policies and procedures of the school, and to provide ideas and support. The mentor serves as the initial contact as questions arise throughout the initial weeks and for the remainder of the year. They will also meet regularly to discuss best practices, evidence-based strategies, state standards, etc. Additional time is given on an as needed basis for feedback, coaching and planning.

The following teachers have been paired for the 2016 - 2017 school year.

Ms. C. Lopez is paired with an experienced middle school teacher, Ms. Espinoza, because the mentor has extensive knowledge in middle school. Additionally, her students have shown significant gains as consistently evidenced on the EOC and FSA.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Pinecerst Cove Academy ensures it's core instructional programs and materials are aligned to Florida's standards in order to provide all students the most current instructional curriculum and resources. Through weekly briefings, quarterly principal meetings, and Reading/Mathematics/Science coach meetings, the school is kept up to date on newly adopted textbooks, curriculum updates, changes in state standardized assessments, and edited versions of resources that are aligned to state standards. The following instructional programs are consistently monitored to ensure alignment to Florida's standards and revised editions are ordered when needed: McGraw-Hill Wonders & WonderWorks, Houghton Mifflin: Go Math, Pearson: Interactive Science, McGraw-Hill Social Studies, i-Ready Reading & Math, Accelerated Reader, Reflex Math, Edgenuity, Safari Montage, and Gizmos.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Pinecrest Cove Preparatory Academy is a data driven school that consistently monitors data to make sound decisions and track the academic path of where we were, where we are, and where we want to go. Through use of data chats during faculty, EESAC, grade level, and Leadership Team meetings we analyze data to guide the academic roadmap that drives differentiated instruction. Upon release of classroom, district, or state assessments results, data chats are initiated to target specific skills or benchmarks in need of remediation. These skills or benchmarks are retaught in small teacher-lead groups, through one-on-one pull-out with an interventionist, and or reinforced in the intervention lab and assessed and monitored until proficiency is attained. Through immediate identification, modification, modeling, re-teaching and re-assessing, students having difficulty reaching proficiency levels is diminished and meeting standards on state assessments becomes possible.

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

Strategy: Before School Program

Minutes added to school year: 10,200

The school offers a before school tutoring program, Early Bird Tutoring, designed to target Tier 3 students as well as other students in need of remediation and or acceleration in order to support core instruction. The Early Bird Tutoring program is available beginning at 7am and runs through till 7:45am. Students also have use of the lab to work on Waggle, i-Ready, Reflex Math, Edgenuity, FCAT Explorer, etc.

Strategy Rationale

The Early Bird Tutoring program affords students the opportunity to receive additional instructional time and intensive remediation or acceleration above and beyond the regular school day. Receiving additional instructional time will assist with bridging the learning gap for Tier 2 and 3 students and offer enrichment opportunities for those students excelling academically.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, Vanessa, rodriguezvanessa@dadeschools.net

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

Data is collected monthly and is analyzed by the Administration, Instructional Coach, Teachers, and Interventionists to determine deficiencies and decide an appropriate plan for each student by ways of changing an assignment, strategies, frequency of program, or course level.

Strategy: After School Program

Minutes added to school year: 6,180

The S.T.A.R. Tutoring program is offered from Monday through Thursday from 3:15pm till 4:15pm. This intensive tutoring clinic is designed to provide students with an intense curriculum in the areas of reading comprehension and math application. The program offers certified teachers providing small group instruction, ongoing practice, includes a resource book per student, pre and post tests, and a final growth evaluation.

Strategy Rationale

The S.T.A.R. Tutoring program affords students the opportunity to receive additional instructional time and intensive remediation above and beyond the regular school day. Receiving additional instructional time will assist with bridging the learning gap for Tier 2 and 3 students and strengthen instruction for students struggling with specific grade level benchmark.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, Vanessa, rodriguezvanessa@dadeschools.net

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

Data is collected monthly and is analyzed by the Administration, Instructional Coach, Teachers, and Interventionists to determine deficiencies and decide an appropriate plan for each student by ways of differentiating instruction, changing of assignments or strategies.

Strategy: Weekend Program

Minutes added to school year: 1,080

The Stingray Saturday Academy is offered the six Saturdays before the state assessment and runs from 8:30am till 11:30am. This test preparation program is designed to target Tier 2 and 3 students as well as other students in need of remediation and or acceleration in the areas of reading, writing, mathematics and science. The program offers certified teachers providing best practices in the areas of test taking skills and targets grade level benchmark instruction.

Strategy Rationale

The Stingray Saturday Academy affords students the opportunity to receive additional instructional time and intensive remediation or acceleration above and beyond the regular school day in preparation for state assessments. Receiving additional instructional time will assist with bridging the learning gap for Tier 2 and 3 students, strengthen instruction for students struggling with specific grade level benchmark, and offer enrichment opportunities for those students excelling academically.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, Vanessa, rodriguezvanessa@dadeschools.net

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

Data is collected weekly and is analyzed by the Administration, Instructional Coach, and Teachers to determine deficiencies and decide an appropriate plan for each student by ways of identifying, prioritizing, and addressing the benchmarks areas of most concern.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Pinecrest Cove Academy establishes strategies to successfully and seamlessly transition students from one cohort to another. To ensure appropriate transition and academic and social readiness, teachers meet and outline the basic skills needed for students to have a smooth and successful academic start the following school year. This is done during transitional grade level meetings throughout the school year. Our teachers model sample lessons for other teachers and students of what is expected as we all begin to prepare for the transition from one grade level to the other. The school also participates in a Summer Bridge activity book initiative that is used to fill academic gaps, academically transition, and challenge students throughout the summer in preparation for the next grade level.

The following processes, activities, and assessments are instrumental in ensuring a successful student transition and determining readiness for all students in PreK-12 grade:
Kindergarten registration begins in March. During this time, dates are selected to conduct parent

tours at the Early Learning Center and at the Main Campus for any parents that have been accepted into the school via the lottery. Parents are welcomed with an informational presentation about the school, the Kindergarten curriculum, and assessments they can expect their child to take during the school year. Open House takes place the Friday before school commences. At this time parents and students are able to meet the teacher and go over many important topics, school and classroom policies and procedures, upcoming school activities, expectations, and assessments that kindergarten students will be assessed on in further detail.

All students entering kindergarten will be evaluated using several assessment tools to determine placement, and growth throughout the school year. Students will be administered the OLPS to determine ESOL placement. Kindergarten Readiness Screener Work Sampling System (FLKRS-WSS) will be utilized to assess the readiness of each child for kindergarten. It will be administered during the first 30 school days of each school year. WSS is designed to guide effective instruction and appropriate intervention to prepare a child to succeed in school. WSS is a whole child-oriented measure based on national standards for five domains: Language and Literacy, Mathematical Thinking, Personal and Social Development, Scientific Thinking, Physical Development, Health, and Safety. In addition, the Access for ELL's 2.0 is used to measure the growth of students classified as English Language Learners (ELL) in mastering the skills in English they will need to succeed in school. Furthermore, the Stanford Achievement Test 10 (SAT-10) will be administered. This is a standardized, norm-referenced achievement test that utilizes a multiple choice format. Students are administered a Sentence Reading and Mathematics subtest. The SAT-10 provides achievement data that can be used to compare local students' performance with the performance of students in the nation. Students in 5th and 8th grade will partake in the NGSSS Science FCAT 2.0 state assessment that tests the student's ability in understanding and applying science concepts taught from Kindergarten through grade eight. Students in 3rd through 8th grade will participate in the Florida Standards Assessment (FSA) in English Langaurge Arts and Mathematics. This assessment will test students' knowledge and mastery of the new Florida State Standards.

Parents in need of before or after school care services may enroll their child in the S.T.A.R. Before and After-school Care programs offered at the school.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Pinecrest Cove Academy's goal is 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Pinecrest Cove Academy's goal is to increase student achievement by improving core instruction in all content areas. 1a

🔍 G087540

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	77.0
FSA Mathematics Achievement	79.0
Math Gains	73.0
Math Lowest 25% Gains	66.0
Algebra I EOC Pass Rate	88.0
FCAT 2.0 Science Proficiency	72.0
CELLA Writing Proficiency	68.0
AMO Reading - All Students	
AMO Math - All Students	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - ED	
AMO Math - Hispanic	
AMO Math - ED	

Targeted Barriers to Achieving the Goal 3

- Students' performance data from the 2016 state assessment indicates that there's a deficiency in reading application. Students experienced difficulties providing support when paraphrasing, summarizing, inferring, and identifying relevant details.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Zaner-Bloser Writing Strategies series, Grammar, Usage and Mechanics (GUM), Springboard, Wordly Wise, Florida Performance Coach ELA/Mathematics, Accelerated Reader, I-Ready ELA/Mathematics, Waggle ELA/Mathematics, FCAT Explorer Science, Comprehensive Assessment of Reading Strategies (CARS), Comprehensive Assessment of Mathematics Strategies (CAMS), Reflex Math, Gizmos, Edgenuity, Wonder Works, Intervention Central, and easyCBM.

Plan to Monitor Progress Toward G1. 8

Utilizing the FCIM, meet to discuss formative assessment data in order to monitor progress towards meeting the goal and adjust instruction as needed.

Person Responsible
Susie Dopico

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

Evidence of Completion
Formative Assessments: Reports generated from i-Ready and Waggle, Zaner-Bloser, GUM, Springboard, informal observation logs and rubrics utilized during instructions, District Baseline and Interim Assessments, Mini- Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Gizmos, REFLEX, Accelerated Reader, CARS, FCAT Explorer, FCAT Coach Science, Edgenuity, Wonder Works, labs conducted on a weekly-monthly basis, Intervention Central, easyCBM, and Florida Performance Coach ELA/Mathematics Pre/Post-Tests. Summative Assessments: Results from the 2017 ELA/Mathematics FSA, FCAT 2.0 Science, CELLA, and Civics/Algebra 1 EOC.

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 Cove Academy's goal is to increase student achievement by improving core instruction in all content areas. 1

🔑 G087540

G1.B1 Students' performance data from the 2016 state assessment indicates that there's a deficiency in reading application. Students experienced difficulties providing support when paraphrasing, summarizing, inferring, and identifying relevant details. 2

🔑 B232712

G1.B1.S1 Instruction should include using and identifying details from the passage to determine main idea, plot, and purpose. Students should use graphic organizers to see patterns and summarize main points as well as practicing anchoring conclusions back to the text to explain and justify decisions. Additionally, instruction should also include the use of weekly school wide programs utilizing I-Ready, Waggle, Florida Performance Coach ELA, Accelerated Reader, GUM, Zaner-Bloser Writing Strategies series, Springboard, Wordly Wise, Comprehensive Assessment of Reading Strategies (CARS), Intervention Central, and easyCBM. 4

🔑 S245636

Strategy Rationale

In order to improve on student achievement in reading through writing, students need to practice justifying answers while engaging in opportunities to explain and summarize main points.

Action Step 1 5

Monitor students' knowledge in the areas of reading application when paraphrasing, summarizing, inferring, and identifying relevant details and adjust instruction as needed.

Person Responsible

Lizeth Stephens

Schedule

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

Evidence of Completion

Formative Assessments: Reports generated from I-Ready and Waggle, District Baseline and Interim Assessments, Accelerated Reader, CARS, Florida Performance Coach ELA Pre/Post- Tests, Wonder Works, Mini-Benchmark Assessments, Intervention Central, and easyCBM. Summative Assessments: Results from the 2017 FSA.

<div style="background-color:#d4a843">

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

</div>

Utilizing the FCIM, meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person Responsible

Tommy Espinoza

Schedule

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

Evidence of Completion

Formative Assessments: Reports generated from I-Ready and Waggle, District Baseline and Interim Assessments, Accelerated Reader, CARS, Florida Performance Coach Pre/Post-Tests, Wonder Works, Mini-Benchmark Assessments, Intervention Central, and easyCBM. Summative Assessments: Results from the 2017 FSA.

<div style="background-color:#d4a843">

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

</div>

Meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person Responsible

Vanessa Rodriguez

Schedule

Every 6 Weeks, from 8/22/2016 to 6/8/2017

Evidence of Completion

Formative Assessments: Reports generated from I-Ready and Waggle, District Baseline and Interim Assessments, Accelerated Reader, CARS, Florida Performance Coach Pre/Post-Tests, Wonder Works, Mini-Benchmark Assessments, Intervention Central, and easyCBM. Summative Assessments: Results from the 2017 FSA.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔑 M331261	Utilizing the FCIM, meet to discuss formative assessment data in order to monitor progress towards...	Dopico, Susie	8/22/2016	Formative Assessments: Reports generated from i-Ready and Waggle, Zaner-Bloser, GUM, Springboard, informal observation logs and rubrics utilized during instructions, District Baseline and Interim Assessments, Mini- Benchmark Assessments, Student Work Samples, Teacher-Made Assessments, Gizmos, REFLEX, Accelerated Reader, CARS, FCAT Explorer, FCAT Coach Science, Edgenuity, Wonder Works, labs conducted on a weekly-monthly basis, Intervention Central, easyCBM, and Florida Performance Coach ELA/ Mathematics Pre/Post-Tests. Summative Assessments: Results from the 2017 ELA/Mathematics FSA, FCAT 2.0 Science, CELLA, and Civics/ Algebra 1 EOC.	6/8/2017 quarterly
G1.B1.S1.MA1 🔑 M331251	Meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction...	Rodriguez, Vanessa	8/22/2016	Formative Assessments: Reports generated from I-Ready and Waggle, District Baseline and Interim Assessments, Accelerated Reader, CARS, Florida Performance Coach Pre/Post- Tests, Wonder Works, Mini-Benchmark Assessments, Intervention Central, and easyCBM. Summative Assessments: Results from the 2017 FSA.	6/8/2017 every-6-weeks
G1.B1.S1.MA1 🔑 M331252	Utilizing the FCIM, meet to review formative assessment data to monitor and ensure fidelity and...	Espinoza , Tommy	8/22/2016	Formative Assessments: Reports generated from I-Ready and Waggle, District Baseline and Interim Assessments, Accelerated Reader, CARS, Florida Performance Coach Pre/Post- Tests, Wonder Works, Mini-Benchmark Assessments, Intervention Central, and easyCBM. Summative Assessments: Results from the 2017 FSA.	6/8/2017 monthly
G1.B1.S1.A1 🔑 A318060	Monitor students' knowledge in the areas of reading application when paraphrasing, summarizing,...	Stephens , Lizeth	8/22/2016	Formative Assessments: Reports generated from I-Ready and Waggle, District Baseline and Interim Assessments, Accelerated Reader, CARS, Florida Performance Coach ELA Pre/Post- Tests, Wonder Works, Mini-Benchmark Assessments, Intervention Central, and easyCBM. Summative Assessments: Results from the 2017 FSA.	6/8/2017 biweekly

V. Professional Development Opportunities

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

G1. Pinecrest Cove Academy's goal is to increase student achievement by improving core instruction in all content areas.

G1.B1 Students' performance data from the 2016 state assessment indicates that there's a deficiency in reading application. Students experienced difficulties providing support when paraphrasing, summarizing, inferring, and identifying relevant details.

G1.B1.S1 Instruction should include using and identifying details from the passage to determine main idea, plot, and purpose. Students should use graphic organizers to see patterns and summarize main points as well as practicing anchoring conclusions back to the text to explain and justify decisions. Additionally, instruction should also include the use of weekly school wide programs utilizing I-Ready, Waggle, Florida Performance Coach ELA, Accelerated Reader, GUM, Zaner-Bloser Writing Strategies series, Springboard, Wordly Wise, Comprehensive Assessment of Reading Strategies (CARS), Intervention Central, and easyCBM.

PD Opportunity 1

Monitor students' knowledge in the areas of reading application when paraphrasing, summarizing, inferring, and identifying relevant details and adjust instruction as needed.

Facilitator

Nanette Raska

Participants

K-8th Grade Teachers and Interventionists

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Monitor students' knowledge in the areas of reading application when paraphrasing, summarizing, inferring, and identifying relevant details and adjust instruction as needed.**				**$5,951.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5049 - Pinecrest Cove Academy	Other		$3,400.00
			Notes: EESAC			
			5049 - Pinecrest Cove Academy	Other		$250.00
			Notes: EESAC			
			5049 - Pinecrest Cove Academy	Other Federal		$2,301.00
			Notes: School Based Funding			
					Total:	**$5,951.00**