

Miami-Dade County Public Schools

Pinecrest Academy (South Campus)



2016-17 Schoolwide Improvement Plan

Pinecrest Academy (South Campus)

15130 SW 80TH ST, Miami, FL 33193

<http://pinecrestacademysouth.dadeschools.net>

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)
Elementary School KG-5	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	19
Appendix 2: Professional Development and Technical Assistance Outlines	20
Professional Development Opportunities	20
Technical Assistance Items	21
Appendix 3: Budget to Support Goals	21

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 Academy (South Campus)

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.

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.

b. 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.

2. School Environment

a. 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.

b. 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.

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.

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.

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.

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.

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.

Pinecrest Academy's early warning system indicates that 4.5% of the students were absent, 1% of students were suspended, approximately 1% of the students earned a level 1 on the Reading statewide assessment. and approximately 4% of the students earned a level 1 on the Math statewide assessment.

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	15	6	2	4	5	5	0	0	0	0	0	0	0	37
One or more suspensions	7	1	2	1	1	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	4	3	0	0	0	0	0	0	0	8
Level 1 on math statewide assessment	0	0	0	0	6	25	0	0	0	0	0	0	0	31

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	0	0	0	0	0	0	0	0	0	0	0	

c. 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. During the 2015-2016 school year the school began to implement Positive

Office Referrals in which teachers recommend students to the principal's office and the parents are contacted by the principal for positive behaviors. 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.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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 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 and the Parent Academy on a yearly basis. Topics that are touched upon relate to school bullying, homework assistance, test preparation skills, etc.

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 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. Pinecrest Academy South will organize monthly family nights with other local businesses in the area to promote family involvement in the school community.

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
Clemente, Elaine	Principal
Gonzalez, Jannette	Administrative Support
Don, Yurima	Administrative Support
Sharma, Shalu	Instructional Coach
Arellano, Karyn	Teacher, K-12
Ramos, Jessica	Teacher, K-12
Castanedo, Cindy	Teacher, K-12
Zurita, Rosa	Teacher, K-12
Solernou, Lydia	Teacher, K-12
San Gabino, Cristina	Teacher, K-12
Horvath, Patricia	School Counselor

b. Duties

1. 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 (Elaine Clemente, 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 Rtl plans and activities.

Grade Level Chairpersons (Ms. Arellano, Ms. San Gabino, Ms. Zurita, Ms. Ramos, Ms. Castanedo, Ms. Solernou and Wendy Love): 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. Horvath): Support the teachers by assisting them with the Rtl process, provide strategies/plans to support intervention support and communicate with teachers regarding school-based Rtl plans.

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Elaine Clemente	Principal
Jannette Gonzalez	Teacher
Karyn Arellano	Teacher
Kim Doobay	Parent
Monica Paris	Parent
Jessica Valdes	Business/Community
Cindy Castanedo	Teacher
Delusyz Abellan	Parent
Jackie Aponte	Parent
Odalys Valdes	Parent
Pablo Lorenzana	Business/Community
Juan Morales	Business/Community
Natalie DeCubas	Education Support Employee
Shalu Sharma	Education Support Employee
Yurima Don	Education Support Employee
Rosa Zurita	Teacher
Lydia Solernou	Teacher
Jessica Ramos	Teacher
Cristina San Gabino	Teacher
Wendy Love	Teacher
Abigail Hornberg	Student
Alessandra Villadiego	Student

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

School Advisory Council will meet 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.

b. Development of this school improvement plan

On May 25, 2016 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.

c. 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 2017 to make final decisions on the distribution of funds.

2. 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 implementation of Project Lead the Way, an activity-, project-, and problem-based curriculum, that gives students a chance to apply what they know, identify problems, find unique solutions, and lead their own learning.

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
Don, Yurima	Administrative Support
Alvarado, Jillian	Teacher, K-12
Alzati, Cristina	Teacher, K-12
Rosales-Loo, Nancy	Teacher, K-12
Espinoza, Karla	Teacher, K-12
Hernandez, Rafaela	Teacher, K-12
Ramos, Jessica	Teacher, K-12
Zurita, Rosa	Teacher, K-12
Garcia, Michelle	Paraprofessional
Reboucas, Erika	Teacher, K-12
Miguelez, Magda	Teacher, K-12
Camejo, Sophia	Teacher, K-12
Santalla, Carolina	Teacher, K-12
Cavalcanti, Priscila	Teacher, K-12

b. Duties

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

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 2015-2016 school year are: Book Fair, Buddy Reading, Favorite Storybook Character

Parade, Peer Mentoring and Observations, Barnes and Noble Night, Reading Under the Stars (teachers/students read aloud).

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.

All grade levels meet a minimum of one hour a week for collaborative planning. Our PLCS will help facilitate discussions related to best practices in implementing the standards and preparing students for the state assessments. Teachers will take charge of their professional learning by collecting data to help their teaching and improve student learning.

2. 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.

3. 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.

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.

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.

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.

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.

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: 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

Clemente, Elaine, elaineclemente@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.

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. Â§ 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.

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.

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.

N/A

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

N/A

3. 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

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" 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. If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

G087547

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	83.0
AMO Math - All Students	83.0
FCAT 2.0 Science Proficiency	81.0

Targeted Barriers to Achieving the Goal 3

- Only 58% of students in the ELA lowest quartile made sufficient gains.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Computer Stations
- Science leveled readers
- Graphic Organizers
- Social Studies Weekly Newsletter
- Reflex Math
- I-Station
- Performance Coach in Reading, Math and Science
- additional interventions using Wonderworks.

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

Elaine Clemente

Schedule

Daily, from 8/22/2016 to 8/22/2016

Evidence of Completion

Assessment results, student grades, and teacher observations

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. If core instruction is increased in all content areas then student achievement will improve. **1**

 G087547

G1.B1 Only 58% of students in the ELA lowest quartile made sufficient gains. **2**

 B232742

G1.B1.S1 Provide professional development to teachers to enhance ELA reading strategies across the curriculum. **4**

 S245665

Strategy Rationale

Professional development will allow new and seasoned teachers to become up to date with the latest research based reading strategies.

Action Step 1 **5**

Provide professional development to teachers to enhance ELA reading strategies across the curriculum.

Person Responsible

Elaine Clemente

Schedule

On 6/2/2017

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

Elaine Clemente

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Observation logs and teacher 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 regarding ELA instruction.

Person Responsible

Elaine Clemente





Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student assessment data

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  M331312	The administrative team will conduct walk-throughs and meet with teachers to review grades, and...	Clemente, Elaine	8/22/2016	Assessment results, student grades, and teacher observations	8/22/2016 daily
G1.B1.S1.MA1  M331310	Administrative team will meet with leadership team to discuss and receive feedback regarding ELA...	Clemente, Elaine	8/22/2016	Student assessment data	6/2/2017 monthly
G1.B1.S1.MA1  M331311	Administrative team will conduct walk-throughs as well as informal and formal evaluations.	Clemente, Elaine	8/22/2016	Observation logs and teacher evaluation forms	6/2/2017 weekly
G1.B1.S1.A1  A318115	Provide professional development to teachers to enhance ELA reading strategies across the...	Clemente, Elaine	8/22/2016	Supporting documentation to earn professional development master plan points	6/2/2017 one-time

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Only 58% of students in the ELA lowest quartile made sufficient gains.

G1.B1.S1 Provide professional development to teachers to enhance ELA reading strategies across the curriculum.

PD Opportunity 1

Provide professional development to teachers to enhance ELA reading strategies across the curriculum.

Facilitator

Dawn Pierce

Participants

All kindergarten through fifth grade homeroom teachers.

Schedule

On 6/2/2017

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	Provide professional development to teachers to enhance ELA reading strategies across the curriculum.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0342 - Pinecrest Academy (South Campus)	General Fund		\$1,500.00
					Total:	\$1,500.00