

Miami-Dade County Public Schools

# Pinecrest Academy Charter Middle School



2016-17 Schoolwide Improvement Plan

## Pinecrest Academy Charter Middle School

14901 SW 42ND ST, Miami, FL 33185

<http://pinecrestpreparatoryacademy.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)
Middle School 6-8	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	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 Academy Charter Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

Perpetuate a school community that cultivates emotional, moral and physical well-being while motivating and preparing students to achieve high standards in order to become effective leaders.

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

At Pinecrest Preparatory Middle-High (PPMH), we will strive to perpetuate a community of learners in which the pursuit of Honor, High Standards, and Intellectual Growth is complemented by a concern for the physical, cultural and character development of each student. Through its academic rigor, PPMH promotes a sense of identity, community, personal integrity and values that prepare students to become effective leaders.

#### 2. School Environment

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

At Pinecrest Academy Charter Middle School, relationship-building among all stakeholder is a priority. The demographic and ethnic composition of our staff mirror the local community and as result, our teachers understand the culture of our students and their families. Pinecrest Academy Charter Middle identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). The Student Services Department in conjunction with the leadership team, implements evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. To that end, cultural activities are embedded within curriculum and daily course work (e.g., reading selections, writing prompts) that promote cultural diversity.

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

At Pinecrest Academy Charter Middle School, the Student Services Department has developed and implements a differentiated system of school counseling services. At its core, this system uses the core curriculum to address the social-emotional well-being of our students, while supplementing it with data driven small group counseling based on identified student need. The Student Services Department also provides individual counseling and supports students and parents by serving as liaison to community resources. In addition, adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies, etc. with utmost respect for confidentiality. A low-cost after school care program is available to parents as well as an array of sports and activities that promote service to the community, overall well-being and personal integrity.

##### 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.

Pinecrest Preparatory Academy Charter Middle School follows the Miami-Dade County Public Schools Code of Student Conduct. The Dean of Discipline conducts staff training during the Opening of Schools orientation to ensure effective implementation of the policies outlined in the MDCPS 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.**

Students engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student need. These services include academic advisement, small, focused group counseling, as well as intensive support (individual counseling/advisement, referral to community resources). The Student Services Department, as part of the MTSS team, uses data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

### **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.**

In order to improve the academic performance of the students, a variety of intervention strategies are used to target at-risk students. In order to support attendance, the Attendance Clerk and designated administrative assistant monitor school-wide attendance and monthly review Attendance Reports to identify at-risk students. If a child exhibits excessive tardies and absences, parents are mandated to attend the Attendance Review Committee meeting in order to design strategies to improve attendance rate. In addition, the cafeteria serves breakfast, and supervised morning care, at no cost, is available beginning as early as 7:00 am.

In order to curtail the suspension rate, the Dean of Discipline closely works with community agencies to provide students the opportunity to participate in the Alternative to Suspension Program. This program entails parents and/or students attending sessions hosted by Family Counseling Services of Greater Miami. The meetings are scheduled in the early evening and/or Saturdays and address various topics, focusing on preventive strategies. Regardless of the disciplinary infraction, students are referred to the Student Services Department and are part of the RtI process.

For students who have failed an ELA and/or Mathematics course, they are given the opportunity to recover the course during the school year, via virtual, or when available, during summer school. The Retention Prevention Program meets quarterly with the parents of at-risk students and devise strategies to help the student pass the class. In addition, tutoring opportunities are available, at no cost, after school and on Saturdays.

Students who obtained a Level 1 or 2 on the Reading and/or Mathematics statewide assessments, are placed in the intensive remediation classes. In addition, tutoring is also available for these students.

The Early Warning Indicators are as follows (by grade level):

Level 1 in Reading; Level 1 in Mathematics; Failed a Reading and/or Mathematics course; Suspensions; Grade level Retention; Failed two or more Course in any Subject; and Absent eighteen or more days.

**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	0	0	0	0	3	12	12	0	0	0	0	27	
One or more suspensions	0	0	0	0	0	0	26	25	25	0	0	0	0	76	
Course failure in ELA or Math	0	0	0	0	0	0	19	22	6	0	0	0	0	47	
Level 1 on statewide assessment	0	0	0	0	0	0	37	31	19	0	0	0	0	87	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

**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	0	

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

**Tier 1**

The Principal, Maria Nunez, and Assistant Principal, Amelia Estrada, will be responsible for scheduling and facilitating regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Amelia Estrada, Administrator
- Robert de Paz, Dean of Discipline
- Ileana Artau, Special Education Chair
- Rebeca Rodriguez, School Guidance Counselor
- Michelle Escoto, Educational Support

In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level of Rtl.

**Tier 2**

Selected members of the MTSS Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts. These members include:

- Amelia Estrada, Administrator
- Rebeca Rodriguez, School Guidance Counselor
- Lissette Gonzalez, School Psychologist

**Tier 3 SST**

Selected members of the MTSS Team, Tier 2 Team, and parent/guardian, make up the Tier 3 SST Problem Solving Team.

- Amelia Estrada, Administrator
- Rebeca Rodriguez, School Guidance Counselor
- Lissette Gonzalez, School Psychologist
- Ileana Artau, Special Education Chair
- Michelle Escoto, Educational Support



## 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 Charter Middle conducts an annual Open House for parents to familiarize themselves with the faculty and staff, building positive relationships from the beginning of the school year. In order to foster effective communication, staff updates the school website daily with news and announcements, calendar events, club and team sports information, and individual teacher pages. In addition, Pinecrest uses the multimodal communication platform, Blackboard Connect, which enables the administrative team to record, schedule, send, and track personalized voice, email and text messages to students, parents, and staff members. Additionally, our school solicits feedback from parents, staff, and students on the overall school environment through the School Climate Survey. This tool provides administration an insight into the opinions and perceptions regarding our school. The Student Services Department, in collaboration with instructional staff and administrative team, conduct Retention Prevention Conferences focused on progress monitoring student progress.

### 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 Charter Middle develops partnerships through collaboration with parents, teachers, students, administrators, staff, community businesses and government to support student learning. The parent organization, Parents As Liaisons (PALs), meets monthly with administration to be kept abreast of the school's continuous improvement plan and coordinate special school wide events that directly impact student achievement. The Education Excellence School Advisory Council (EESAC) meets quarterly. The EESAC includes representation from stakeholders and is the decision-making body of the school, along with the Board of Directors. These meetings provide the opportunity to draw on the knowledge and skills of parents and community members to enhance the initiatives of the school.

## 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
Nunez, Maria	Principal
Estrada, Amelia	Assistant Principal
Ulloa, Kismet	Assistant Principal

## **b. Duties**

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

Maria B. Nunez, Principal of Pinecrest Academy Charter Middle School, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. She supports continuous professional development opportunities for all teachers. The Principal oversees school-wide safety and efficient operations. She is in constant communication and collaboration with the surrounding community and it's stakeholders.

Amelia Estrada and Jennffer Kairalla, Assistant Principals, are instructional leaders who assist and support the Principal's initiatives and duties.

Ms. Estrada leads the following initiatives:

- Master Schedule
- English Language Arts Department
- Social Studies & Electives Department
- Student Services
- SPED
- SST
- ELL
- Gifted Program / Advanced Academics
- Data Analysis
- Attendance
- Professional Development
- Curriculum Council Agenda
- Graduation
- Senior Speech Selection Committee

Mrs. Kairalla leads the following initiatives:

- Athletics
- Activities
- Science Department
- Mathematics Department
- Data Analysis
- School-wide Calendar
- School Website
- Internal Accounts
- Technology
- Community Involvement Specialist
- Awards Assemblies
- Student Admissions
- Science Fair
- Student Assessment
- Critical Incident Response Team
- New Teacher Mentoring Program
- Security
- School-wide Lunch Program
- School-wide Tutoring Program
- Faculty Meeting Agenda
- CROC Bites / Newsletter
- TEAMS After School Program

**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 Leadership Team at Pinecrest Academy Charter Middle School, in collaboration with stakeholders (teachers, parents, and governing board) identifies and aligns all available resources in order to meet the needs of the students and maximize desired learning outcomes. The Team assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience), in turn developing teacher leaders. The Team also ensures that staff participates in a continuous program of professional development.

In order to ensure sufficient resources are allocated to support its educational programs and school improvement efforts, the Team identifies areas of need and coordinates use of federal, state, and local funds.

The Principal monitors all financial transactions through a recognized, regularly audited accounting system.

In addition, the Board of Directors meets quarterly to review, monitor, and approve the allocation of funds. Resources are inventoried semi-annually through a mid and end-of-year resource inventory checklist.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Edga Brana	Parent
Milady Paz	Parent
Maria Nunez	Principal
Karina Chavarria	Teacher
Greide Llambes	Teacher
Michelle Escoto	Education Support Employee
Reyna Ramos	Parent
Linda Delgado	Parent
Carol Moerler	Business/Community
Adielys Gonzalez	Teacher
Duwayne Hass	Teacher
Maria Asencio	Teacher
Robert de Paz	Teacher
Rebeca Rodriguez	Education Support Employee
Karen Forero	Parent
Carla Perez	Student
Sebastian Paz	Student
Anabella Delgado	Business/Community
Ana Guiterra	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**

The SIP is a permanent agenda item at all SAC meetings; data from formal assessments and strategy implementation, including goal progress, was monitored throughout the 2015-2016 school year and shared / discussed at quarterly meetings. During the fourth quarterly SAC meeting held May 10, 2016 the council members reviewed the SIP and any recommendations were documented on the End-of-Year Review.

#### **b. Development of this school improvement plan**

During the fourth quarterly SAC meeting held May 10, 2016 the council members reviewed the 2015-2016 School Improvement Plan and provided recommendations for the development of 2016-2017 SIP. The SIP is a permanent agenda item at all SAC meetings; data from formal assessments and strategy implementation, including goal progress, was monitored throughout the 2015-2016 school year and shared / discussed at quarterly meetings. Revisions, if needed, were documented in the SIP Mid-Year Review and the SIP End-of-year Review during the fourth quarterly meeting. Also during the fourth quarterly meeting, the council members approved this year's SIP writing team.

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

At the September meeting, the EESAC reviewed the school improvement funds. Allocations will be determined for each SIP goal that will include professional development for teachers and instructional materials.

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

Projected SAC funds allocations to support student learning initiatives:  
Extended School Day - \$1,000; Saturday Success Academy - \$1,000; Activities - \$365; Educational Field Trips - \$300

### **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
	Teacher, K-12
Estrada, Amelia	Assistant Principal
Goble, Florangel	Teacher, K-12
Gonzalez, Adielys	Teacher, K-12
Ulloa, Kismet	Assistant Principal
Llambes, Greide	Teacher, K-12
Nunez, Maria	Principal

#### **b. Duties**

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

The LLT creates capacity of reading knowledge within the school and focuses on areas of literacy concerns across the disciplines. The school-based LLT meets once a month and mainly serves the purpose of implementing the K-12 Comprehensive Research-based Reading Plan with fidelity.

One of the major initiatives of the LLT will be to maintain a connection to the school's RtI process by using the RtI problem solving approach to ensure that a MTSS of reading support is present and effective. Recognizing and affirming teachers' successes in the area of literacy is a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community. This will be supported by initiating Sustained Silent Reading during homeroom. In addition, every student will be required to read a minimum of three novels per quarter and submit a literacy project to their English Language Arts Teacher.

The LLT will continue to implement activities such as literacy week, a book fair with a parent night, and book clubs for students and parents. The LLT will be supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

#### **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.**

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Community meetings. During the Early Release days as well as Professional Development Days, activities are designed to provide time for teachers to meet and collaborate by common content. Research-based protocols are used to focus the meetings on students' academic needs and effective assessments. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The Principal, Assistant Principal, Department Chairs and Professional Development Liaison are responsible for implementing and monitoring the school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers. In order to recruit highly qualified staff, Pinecrest Academy Charter Middle partners with local institutions to promote student interns. Pinecrest posts job openings on various websites catered to teachers, as well as on their website.

In order to develop and retain highly qualified, certified-in-field, effective teachers, the Leadership Team:

- Partners new and beginning teachers with veteran teachers.
- Provides leadership opportunities for teachers.
- Tailors professional development based on teacher needs.
- Facilitates and coordinates Professional Learning Communities (PLCs) during Early Release days.

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

The purpose of the Teacher Mentor Program at Pinecrest Preparatory Middle-High School is to provide teachers, new or experienced, the support needed to be successful in and out of the classroom. This program will give the Mentee the assistance necessary to be successful through a mentoring relationship. Additionally, the Mentee will gain further understanding of teaching techniques, procedures, requirements, and expectations of his / her specific teaching assignment.

The Teacher Mentor Program will:

- \* Provide a system of induction for mentees in order to effectively assimilate teachers to the culture of the community and school environment.
- \* Provide information for mentees on available resources and necessary school and district policies and procedures.
- \* Provide the mentee with professional support and guidance that will enhance teaching performance and student achievement.
- \* Provide opportunities for the personal and professional growth of experienced teachers in the school through collaboration with mentees and other mentor teachers.
- \* Provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities within the school.

### **ROLES AND RESPONSIBILITIES**

#### **Mentee Teacher**

In general, the role of the mentee in the Teacher Mentor Program is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to the mentee that will support and assist their success in the school building and profession. The specific responsibilities of the mentee are:

- \* To perceive the Teacher Mentor Program as an opportunity for professional growth and participate in these activities with that goal in mind.
- \* To participate in peer observation experiences with mentor and other teachers.
- \* Observations will be done during the school day and will be arranged between the mentee, mentor teacher and administrator. These observations may take place during a planning time, during lunch, by using a substitute already in the building with a planning time, or as otherwise arranged within the building. There will not be substitutes hired for this specific program.
- \* To work cooperatively with mentors and administrators to identify areas where support and assistance

are appropriate.

\* To participate in an evaluation and make necessary annual adjustments to the Teacher Mentor Program.

#### Mentor Teacher

The overall role of the mentor teacher is to provide daily support, advice, and counsel to the mentee helping him or her develop into a highly effective teacher. The specific responsibilities of the Mentor Teacher are:

- \* To serve as a professional role model.
- \* To assist the mentee in understanding and meeting the responsibilities of the profession.
- \* To assist the mentee in becoming familiar with all school policies and procedures.
- \* To assist the mentee in learning the educational values of the school community.
- \* To meet formally and informally with the mentee and administrator on a regular basis throughout the school year.
- \* To observe the mentee in an instructional atmosphere. Observations will be done during the school day and will be arranged between the mentee, mentor teacher and administrator. These observations may take place during planning time.
- \* To guide the mentee to other staff members and resources who can provide direction and support.
- \* To assist the mentee in developing and maintaining an effective classroom management plan.
- \* To offer suggestions regarding a variety of teaching methods and instructional strategies.
- \* To follow the Timeline of Activities and date where indicated verifying that the activities are completed.
- \* To participate in an evaluation and make necessary annual adjustments to the Teacher Mentor Program.
- \* To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the mentee.

## 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.***

All core instructional material is state and district adopted and is aligned to the Florida Standards. The school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum across all disciplines. Instructional lessons are designed to follow the MDCPS Pacing Guides and CPALMS is used as a tool to further effectively implement the



Florida Standards. In addition, the Science and Social Studies curriculum infuses the Literacy Standards in order to support school improvement initiatives.

## **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 MTSS team meets monthly to discuss the results of classroom based assessments (formative and summative) as well as district interim assessments. In addition, the Leadership Team meets monthly with Department Chairs to analyze student performance and assure that all classroom-based assessments are rigorous and aligned to the Florida Standards. When needed, instructional time is allocated for remediation. Supplemental research-based instructional programs, such as Math IXL, Reading Plus and USA Test Prep, "push and pull" students, supporting their the diverse learning needs. These programs assist students having difficulty attaining the proficient or advanced level on state assessments. Based on 2016 FSA data, all students that obtained a Level 1 or 2 in the Reading and/or Mathematics assessments are placed in an intensive remediation class.

**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:** 2,640

All students will benefit from the school-wide tutoring programs offered at Pinecrest Academy Charter Middle School. The after school program targets students demonstrating deficiency in Science and EOC courses. The program runs from January to April, Monday through Thursday for 60 minutes per session.

### **Strategy Rationale**

The tutoring sessions are focused on content-specific material, as well as test taking skills. Emphasis is on remediation, ensuring students master concepts not attained during the regular school day.

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

- Core Academic Instruction

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

Nunez, Maria, mbnunez@dadeschools.net

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

Mini benchmark assessments are administered bi-monthly and data is analyzed to determine if prescriptive lessons are meeting the needs of the students. If needed, instruction is adjusted.

**Strategy: Weekend Program**

**Minutes added to school year: 1,260**

The Saturday Success Academy program begins in January and ends in April. This program is offered for seven consecutive Saturdays for three hours per session. Students that achieved a high level 2 or low level on the 2014 administration of the Reading and/or Mathematics FCAT 2.0 are required to attend.

**Strategy Rationale**

These tutoring sessions are focused on test taking skills.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Nunez, Maria, mbnunez@dadeschools.net

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

Mini benchmark assessments are administered every two sessions and data is analyzed to determine if lessons are meeting the needs of the students. If needed, instruction is adjusted.

## 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.**

Pinecrest Academy Charter Middle School hosts a fall orientation for all interested families. During this meeting, staff outlines the school's mission, vision, and academic programs. Once the application/enrollment period concludes (lottery process), the student services department works very closely with the students to ensure proper placement in academic courses. In addition, prior to the first day of school, all new incoming students are invited to attend an on-campus orientation and given the opportunity to meet their teachers and tour the building. Student grade level orientations are held during the second week of school to discuss cohort requirements. School Counselor closely progress monitors all eighth grade students to ensure a seamless transition into high 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" 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Pinecrest Academy Charter Middle will 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 Academy Charter Middle will increase student achievement by improving core instruction in all content areas.** 1a

G087549

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ELL	
Middle School Performance in EOC and Industry Certifications	100.0
FSA Mathematics Achievement	80.0
Math Lowest 25% Gains	78.0
Math Gains	69.0
Math Gains	73.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	100.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	78.0
CELLA Listening/Speaking Proficiency	70.0
FSA ELA Achievement	89.0
AMO Math - ELL	
AMO Math - SWD	
FCAT 2.0 Science Proficiency	42.0
Bio I EOC Pass	95.0

**Targeted Barriers to Achieving the Goal** 3

- In Mathematics courses, all students have limited skills in providing written responses to word problems and drafting equation responses.
- In Science courses, all students have limited skills in the comprehending scientific expository text in a variety of formats and for a variety of purposes.
- In Social Studies courses, all students have limited skills in responding to Document Based Questions.
- In English Language Arts courses, all students have limited skills in delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence .

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Highly Qualified Personnel, professional development opportunities, instructional materials, master schedule, research-based curriculum, rigorous instruction, funding, school-wide leadership initiatives, community partners, and school culture.

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

The Leadership Team will monitor the lesson plans to ensure strategy is infused in the lessons. During informal and formal observations, leadership team will monitor how students are applying the strategy when analyzing text and survey student produced work. In the MTSS/Curriculum Council meetings, Leadership Team and Department Chairs will review gathered data.

**Person Responsible**

Maria Nunez

**Schedule**

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

**Evidence of Completion**

Lesson Plans; informal and formal observations; student work; MTSS Curriculum Council Agenda and Minutes.

## Action Plan for Improvement


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

### Problem Solving Key

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

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

**G1.** Pinecrest Academy Charter Middle will increase student achievement by improving core instruction in all content areas. **1**

 **G087549**

**G1.B1** In Mathematics courses, all students have limited skills in providing written responses to word problems and drafting equation responses. **2**

 **B232746**

**G1.B1.S1** All lessons will incorporate written responses that require students to explain, justify and define the process to solve complex mathematical problems. **4**

 **S245668**

### Strategy Rationale

Students will be using this strategy in order to increase mathematical reasoning and gain necessary problem solving skills.

### Action Step 1 **5**

Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.

#### Person Responsible

Kismet Ulloa

#### Schedule

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

#### Evidence of Completion

Lesson Plans; Student work; informal and formal observations.



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

The Leadership Team and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Math teachers will share best practices and support will be provided when needed.

**Person Responsible**

Kismet Ulloa

**Schedule**

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

***Evidence of Completion***

Lesson plans; IPEGs teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Math Department meeting agenda and minutes

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

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.

**Person Responsible**

Kismet Ulloa


**Schedule**

Every 6 Weeks, from 8/22/2016 to 6/2/2017


***Evidence of Completion***

Results of classroom-based formative and summative assessments; IPEGs teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.

**G1.B2** In Science courses, all students have limited skills in the comprehending scientific expository text in a variety of formats and for a variety of purposes. 2

 B232747

**G1.B2.S1** In all science classes, students will be reading subject-specific articles and teachers will be using research based reading strategies to assist in the comprehension of content. 4

 S245669

### Strategy Rationale

Using research-based strategies will enhance student comprehension of science reading materials.

### Action Step 1 5

Students will be reading subject specific articles to enhance their comprehension of science reading material.

#### Person Responsible

Kismet Ulloa

#### Schedule

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

#### Evidence of Completion

Lesson Plans; Student work; informal and formal observations.

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

The Leadership Team and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Science teachers will share best practices and support will be provided when needed.

#### Person Responsible

Kismet Ulloa

#### Schedule

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

#### Evidence of Completion

Lesson plans; IPEGs teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Science Department meeting agenda and minutes

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

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.

### Person Responsible

Kismet Ulloa

### Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

### Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGs teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.

**G1.B3** In Social Studies courses, all students have limited skills in responding to Document Based Questions. 2

 B232748

**G1.B3.S1** Students will be required to use the Pre-AP research-based strategy, APHITS, to analyze primary source documents. 4

 S245670

### Strategy Rationale

APHITS (Authors Purpose, Point of View, Historic Context, Intended Audience, Thesis, Significance) is an acronym for a series of questions that students must first ask themselves, and then answer, as they begin to plan their writing. This strategy dissects the primary source, providing students the opportunity to identify and use these central components as a basis for their own writing.

## Action Step 1 5

Students will be using the APHITS strategy when analyzing a primary source document in preparation for their own writing.

### Person Responsible

Amelia Estrada

### Schedule

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

### Evidence of Completion

Lesson Plans; student work; informal and formal observations.

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

The Leadership Team and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Social Studies teachers will share best practices and support will be provide when needed.

**Person Responsible**

Amelia Estrada

**Schedule**

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

***Evidence of Completion***

Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Social Studies Department meeting agenda and minutes

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

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.

**Person Responsible**

Amelia Estrada


**Schedule**

Every 6 Weeks, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.

**G1.B4** In English Language Arts courses, all students have limited skills in delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence . 2

 B232749

**G1.B4.S1** Using bell ringer assignments and the CollegeBoard Pre-AP research-based curriculum, SpringBoard, students will be required to delineate and evaluate the argument and specific claims in a text. 4

 S245671

### Strategy Rationale

By addressing scaffolding instruction through the bell ringers, students will be able to integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Students will also evaluate the argument and specific claims in a text.

### Action Step 1 5

Students will be using bell ringers to address deficiency in Integration of Knowledge and Ideas.

#### Person Responsible

Amelia Estrada

#### Schedule

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

#### Evidence of Completion

Lesson Plans; Student Work; informal and formal observations.

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

The Leadership Team and Department Leaders will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, ELA teachers will share best practices and support will be provide when needed

#### Person Responsible

Amelia Estrada

#### Schedule

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

#### Evidence of Completion

Lesson plans; IPEGS; teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; ELA Department meeting agenda and minutes.

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

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.

**Person Responsible**

Amelia Estrada












**Schedule**

Every 6 Weeks, from 8/22/2016 to 6/2/2017


***Evidence of Completion***

Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B2.S1.MA1  M331320	Leadership Team and teachers will analyze the results of classroom-based formative and summative...	Ulloa, Kismet	8/18/2014	Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/ Curriculum Council meeting agenda and minutes.	6/4/2015 every-6-weeks
G1.MA1  M331326	The Leadership Team will monitor the lesson plans to ensure strategy is infused in the lessons....	Nunez, Maria	8/22/2016	Lesson Plans; informal and formal observations; student work; MTSS Curriculum Council Agenda and Minutes.	6/2/2017 quarterly
G1.B1.S1.MA1  M331318	Leadership Team and teachers will analyze the results of classroom-based formative and summative...	Ulloa, Kismet	8/22/2016	Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/ Curriculum Council meeting agenda and minutes.	6/2/2017 every-6-weeks
G1.B1.S1.MA1  M331319	The Leadership Team and Department Chairs will review lesson plans and result of informal and...	Ulloa, Kismet	8/22/2016	Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Math Department meeting agenda and minutes	6/2/2017 monthly
G1.B1.S1.A1  A318123	Students will be using written responses in order to master mathematical concepts that require...	Ulloa, Kismet	8/22/2016	Lesson Plans; Student work; informal and formal observations.	6/2/2017 monthly
G1.B2.S1.MA1  M331321	The Leadership Team and Department Chairs will review lesson plans and result of informal and...	Ulloa, Kismet	8/22/2016	Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Science Department meeting agenda and minutes	6/2/2017 monthly
G1.B2.S1.A1  A318124	Students will be reading subject specific articles to enhance their comprehension of science...	Ulloa, Kismet	8/22/2016	Lesson Plans; Student work; informal and formal observations.	6/2/2017 monthly
G1.B3.S1.MA1  M331322	Leadership Team and teachers will analyze the results of classroom-based formative and summative...	Estrada, Amelia	8/22/2016	Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/ Curriculum Council meeting agenda and minutes.	6/2/2017 every-6-weeks
G1.B3.S1.MA1  M331323	The Leadership Team and Department Chairs will review lesson plans and result of informal and...	Estrada, Amelia	8/22/2016	Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Social Studies Department meeting agenda and minutes	6/2/2017 monthly
G1.B3.S1.A1  A318125	Students will be using the APHITS strategy when analyzing a primary source document in preparation...	Estrada, Amelia	8/22/2016	Lesson Plans; student work; informal and formal observations.	6/2/2017 monthly
G1.B4.S1.MA1  M331324	Leadership Team and teachers will analyze the results of classroom-based formative and summative...	Estrada, Amelia	8/22/2016	Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/ Curriculum Council meeting agenda and minutes.	6/2/2017 every-6-weeks
G1.B4.S1.MA1  M331325	The Leadership Team and Department Leaders will review lesson plans and result of informal and...	Estrada, Amelia	8/22/2016	Lesson plans; IPEGS; teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; ELA Department meeting agenda and minutes.	6/2/2017 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1  A318126	Students will be using bell ringers to address deficiency in Integration of Knowledge and Ideas.	Estrada, Amelia	8/22/2016	Lesson Plans; Student Work; informal and formal observations.	6/2/2017 daily

## V. Professional Development Opportunities

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

**G1.** Pinecrest Academy Charter Middle will increase student achievement by improving core instruction in all content areas.

**G1.B1** In Mathematics courses, all students have limited skills in providing written responses to word problems and drafting equation responses.

**G1.B1.S1** All lessons will incorporate written responses that require students to explain, justify and define the process to solve complex mathematical problems.

### PD Opportunity 1

Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.

#### Facilitator

Greide Llambes, Department Chair

#### Participants

Math Teachers

#### Schedule

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

**G1.B2** In Science courses, all students have limited skills in the comprehending scientific expository text in a variety of formats and for a variety of purposes.

**G1.B2.S1** In all science classes, students will be reading subject-specific articles and teachers will be using research based reading strategies to assist in the comprehension of content.

### PD Opportunity 1

Students will be reading subject specific articles to enhance their comprehension of science reading material.

#### Facilitator

Karina Chavarria, Department Chair

#### Participants

Science Teachers

#### Schedule

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

**G1.B3** In Social Studies courses, all students have limited skills in responding to Document Based Questions.

**G1.B3.S1** Students will be required to use the Pre-AP research-based strategy, APHITS, to analyze primary source documents.

**PD Opportunity 1**

Students will be using the APHITS strategy when analyzing a primary source document in preparation for their own writing.

**Facilitator**

DuWayne Hass, Department Chair

**Participants**

Social Studies Teachers

**Schedule**

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

**G1.B4** In English Language Arts courses, all students have limited skills in delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence .

**G1.B4.S1** Using bell ringer assignments and the CollegeBoard Pre-AP research-based curriculum, SpringBoard, students will be required to delineate and evaluate the argument and specific claims in a text.

**PD Opportunity 1**

Students will be using bell ringers to address deficiency in Integration of Knowledge and Ideas.

**Facilitator**

SpringBoard National Certified Trainers

**Participants**

ELA Teachers

**Schedule**

Daily, from 8/22/2016 to 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	Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.	\$0.00
2	G1.B2.S1.A1	Students will be reading subject specific articles to enhance their comprehension of science reading material.	\$0.00
3	G1.B3.S1.A1	Students will be using the APHITS strategy when analyzing a primary source document in preparation for their own writing.	\$0.00
4	G1.B4.S1.A1	Students will be using bell ringers to address deficiency in Integration of Knowledge and Ideas.	\$0.00
Total:			\$0.00