

Miami-Dade County Public Schools

Pinecrest Preparatory Academy



2016-17 Schoolwide Improvement Plan

Pinecrest Preparatory Academy

14301 SW 42ND ST, Miami, FL 33175

<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	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

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 Preparatory Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Pinecrest Preparatory Academy, the “Panthers” live by this mission:
Placing emphasis on Individual student achievement by Nurturing a positive Environment which Causes the Raising of Expectations and Standards Through innovative teaching methods designed to achieve success.

This mission statement is present throughout the school. It assures that any visitor will be aware of the commitment to the beliefs and mission.

In establishing an innovative program, Pinecrest Preparatory Academy has identified five basic concepts:

A learner sensitive learning environment that allows students to learn and progress at their individual pace.

Small classroom sizes to allow greater attention to students.

A parental involvement obligation to ensure, where possible, that parents will actively participate in his/her child’s education.

An emphasis on character development encouraged through community service programs and volunteerism through Panther Values Program.

An emphasis on course materials that will prepare our students for future academic success.

As educators, the staff of Pinecrest Preparatory Academy recognizes that the key to the success of this program is flexibility and a willingness to work with interested and concerned parents, teachers, and community members in designing the school facility and implementing the program.

b. Provide the school's vision statement.

Pinecrest Preparatory Academyl establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

The vision of Pinecrest Preparatory Academy is to provide a challenging curriculum where academic excellence, character development, and individual growth are nurtured in a safe environment that involves the active participation of students, teachers, parents, and community members.

Beliefs:

Student learning is the primary focus of the school.

Each student is intellectually, physically, and emotionally unique as an individual.

Students learn in a variety of ways and should be given the opportunity to learn with different strategies and techniques.

Administrators, teachers, staff, parents, and community members agree to hold high goals and standards in order for students to achieve success.

Parents and teachers are partners in the education process.

The school community is committed to continuous improvement to enable students to become lifelong learners.

The core philosophy and underlying purpose of Pinecrest Preparatory Academy are reflected in

learning environments that allows students to learn and progress at their individual pace. Setting high standards and supporting students through the process of achieving the standards will foster an environment of success. Pinecrest Preparatory Academy teachers adapt their instructional strategies to meet the individual styles of each student.

2. School Environment

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

The process for the school to learn about our student's cultures and thus build relationship between teachers and students include: 1. Use of lessons that incorporate history, literature, arts, and perspectives of the student ethnicities and nationalities represented in their classes. 2. School activities that incorporate multicultural songs, dances, and performances; and also posters, flags, and other educational materials featured throughout the school that reflect the cultural diversity of the students and school community. 3. School wide programs and celebrations throughout the year that emphasizes multicultural diversity. 4. Family collaboration and support integrate the students' cultures into school activities to build awareness about cultural differences.

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

To create an ideal environment for all our students the school will implement a school-wide behavioral support system that promotes character education. By teaching character keys, the students will learn honesty, self-regulation, responsibility, perseverance, empathy and, self-confidence. These keys are taught in classroom settings, school wide activities and events, and through counseling services. Furthermore, by following a Safe and Supportive School Model we establish a school environment free of harassment, bullying, and discrimination to ensure a positive impact on student's achievement and behavior.

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.

To minimize distraction and keep students engaged during instructional time, the school continually promotes the school's mission, vision and values, expected behaviors, and rewards and consequences; teachers and other school staff make behavior expectations clear through special classroom lessons, morning announcements, and behavior management program tools. Other strategies used by the school are: 1. A discipline referral system and procedures. 2. Training for school personnel. 3. Implementation of a PBIS system to promote good behaviors.

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.

To ensure social-emotional needs of students the school possesses a comprehensive counseling program that includes: individual counseling, group counseling, peer mediation mentoring, school-wide activities that promote well-being and safety, and follow ups to counseling for referred students.

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.

Our EWS is driven and supported by student’s academic data, which is revised every quarter through the school’s data based program. Also, referrals and defined behaviors are documented, tracked, and utilized to provide interventions where appropriate. We categorize students At-Risk or Off-Track if one or more indicators are identified.

INDICATORS:

Our students are automatically flagged every quarter based on:

1. Students that exceed a maximum of 5 unexcused absences, 10 excused absences, and/or 10 tardies or early dismissals.
2. Students with one or more suspensions.
3. Course failure: failing 1 or more classes.
4. Locally defined behavior indicators and/or 4+ ODR (Office Discipline Referral) per year or 2 per semester.
5. A Level 1 score on the statewide standardized assessment in English or Math.

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	13	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	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.

The intervention strategies used for students identified by EWS are:

- *Parent warning notifications.
- * Parent and Teacher consultations.
- *Administration Referrals.
- * Individual Counseling.
- * Group Counseling.
- * Implementation of a Progress Monitoring Plan.
- * Implementation of RTI -Response to Intervention.
- *Student Contract to help engage into expected behaviors.
- *Problem-Solving Team Meetings
- *School-Wide interventions to promote expected behaviors and support students off-track.

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

The School's parental involvement target is to maintain high parent commitment in school-wide activities. This commitment is evident through school surveys , sign-in sheets and percent participation in school-wide activities.

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 Preparatory Academy builds and sustains partnerships with local communities in the following ways:

- 1.Reviewing list of local contacts partnered with the school.
2. Identifying the local contacts through mapping.
3. Learning about their mission and how their resources can be part of our educational mission.
4. Meeting with each of them to evaluate their interest in an educational partnership.
5. Updating the list of local community partnership to maintain communication.

Also, every year the school's parental involvement is encouraged to strengthen community support for every event and/or specific school activity.

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
Diaz, Ana	Principal
Nario, Vanessa	Assistant Principal
Ramirez, Denise	Instructional Coach
Acosta, Maria	School Counselor
Hasbun-Alcorta, Andrea	Teacher, ESE
Pfefferkorn, Amber	Instructional Coach

b. Duties

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

The Pinecrest Preparatory Academy Leadership Team is comprised of administration, faculty and staff.

Ana C. Diaz

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

Ms. Vanessa Nario

Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of Rtl.

Test Chairperson: Provides data based on state, district and school-wide based assessments.

Ms. Denise Ramirez

Instructional Coach: (Reading, Mathematics, Science) Attends meetings and relays pertinent information to the Leadership Team. Assists the Test Chair in collecting and analyzing data from Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Department Chair: (English Language Learners (ELL), Mathematics, Science, and Grade Level Chairs): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Engage in classroom observations to assure implementation of the school improvement efforts.

Ms. Amber Pfefferkorn

Instructional Coach: (Mathematics, Science, Gifted, & STEM) Attends meetings and relays pertinent information to the Leadership Team. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Ms. Delia Hoffmeister, Ms. Kerlina Payne, Elizabeth Santana, Daniella Enderica, Marisol Cabrera, and Ms. Nayelie SanJuan

Grade Level Chair: Offer data about general subject instruction and partake in the collection of student data while employing intervention strategies.

Dr. Andrea Hasbun – Alcorta

SPED Chair: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials.

Dr. Lissette Gonzalez

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

Ms. Maria Isabel Acosta

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

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 uses the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? Using progress monitoring reports from Wonder Works Reading & I-XL Math Programs, District Baseline and Interim Assessments, STAR Reading and Mathematics and Reading skills and benchmark assessments results.
(What progress will show a positive response?)
Students showing growth and improvement on the quarterly assessments, academic grades and meeting standards on State Assessment Tests.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS will meet to discuss student progress and address academic and/or behavior results with a 5 week period if adequate growth is not exhibited by students.)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the Tier 2 problem solving process after each OPM.
Tier 2 - The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Identify students (see SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored quarterly. The Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (once a month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, the Leadership Team End of Year Tier 1 problem solving evaluates the SIP efforts and projects strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the Leadership Team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades' performance and student engagement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ana C. Diaz	Principal
Denise Ramirez	Teacher
Dr. Andrea Hasbun-Alcorta	Teacher
Delia Hoffmeister	Teacher
Edga Brana	Parent
Jacqueline Revuelata	Parent
Leslie Gillis	Parent
Amanda Bengochea	Business/Community
Teresita Garcia	Education Support Employee
Pam Jurda	Parent
Robert Ramirez	Student
Elias Gonzalez	Parent
Chantel Murias	Teacher
Elizabeth Santana	Teacher
Nayelie SanJuan	Teacher
Eddy Lopez	Parent
Anabella Brana	Student
Andria Asencio-Miranda	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 SAC at Pinecrest Preparatory Academy Charter School is the primary body responsible for final decision making of the school by a consensus vote. School Climate Survey and Assessment Data were reviewed to determine school needs for the 2016-2017 school year. In the beginning and at the end of the school year, the SIP will be reviewed and revisions will be made based on the recommendations from the SAC members. The SIP will be monitored during the entire school year and necessary adjustments will be made.

b. Development of this school improvement plan

The SAC is involved in the development of all areas related to providing high quality educational programs in a safe and secure setting. The SAC also works together with the schools MTSS Leadership Team in the preparation and evaluation of the School Improvement Plan and fosters an environment of professional collaboration among the educational stakeholders of the school. In setting objectives and performance projections, the SAC considers student data, parental input and concerns, faculty characteristics, and district and state requirements. These include: (a) analysis of testing data, (b) a focus of technology and how it can best be harnessed as a tool for all stakeholders, (c) the appropriate use of fundraising monies, (d) the effective use of professional development opportunity(ies) for faculty and staff. The School Climate Survey and Assessment Data are reviewed by the SAC to assess the needs for the 2016-2017 school year.

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

The SAC is consistently involved in development of the School Improvement Plan. The members meet to address the school meeting the Annual Measurable Objectives (AMO) for the school year and discuss needs of the school by providing funding for remediation of students.

The SAC at Pinecrest Preparatory Academy also meets monthly to discuss and develop special events for our school to assist in the funding needs to support educational resources.

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

Saturday School Tutoring = \$3000.00
Incentives and Certificates = \$250.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Diaz, Ana	Principal
Ramirez, Denise	Instructional Coach
Nario, Vanessa	Assistant Principal
Pfefferkorn, Amber	Instructional Coach
Hasbun-Alcorta, Andrea	Teacher, ESE

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

With strong instructional leadership, our school encourages positive working relationships between teachers by having a clear and focused mission for the year and opportunities for students to learn. Teachers are guided to ensure that they are well aware of the focus goals we are trying to reach as a school and make decisions based on the results of student performance in class. We provide opportunities for continuous improvement through workshops and encourage teachers to attend professional development throughout the district. Teachers work within their grade levels, share supplies and resources and collaboratively plan instruction together meeting weekly for planning and monthly with leadership team. As a school, we encourage deeper involvement from our teachers and inspire shared decision making to improve our school through monthly meetings where school improvement is discussed.

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

-Participation in Professional Learning Communities for support and growth.

Administration and Literacy Leadership Team

-Assign new teachers to a veteran mentor or buddy teachers, through a support system for observations and school related activities.

Administration

-Provide leadership opportunities to support instruction for professional advancement.

-Grade-level chair opportunities with supplements provided to assist in retaining highly qualified and experienced teachers.

-School Website-Recruitment to attract possible candidates for employment through a rigorous interview process.

-Soliciting referrals from current employees, parents and stakeholders.

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

The mentor and mentee will meet weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for feedback, coaching and planning. The new teacher is paired with an experienced teacher, the mentor has extensive knowledge in the course content. Additionally, students have shown significant gains throughout the school year.

Ms. Gil is paired with an experienced second grade teacher, Ms. Santana, because the mentor has extensive knowledge in the primary core subject areas. Additionally, her students have shown significant gains as evidenced in their i-READY and SAT Assessment scores.

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.

In order to ensure that core instructional programs and materials are aligned with the Florida standards, in a collaborative effort, the leadership team researches these programs and materials prior to purchasing these programs or materials.

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.

In review of fluency assessments, classroom assessments and district assessments, teachers group students according to their ability levels based on the data they collect. Teachers intervene and plan according to the individual needs of their students. Depending on what their students need, teachers use a variety of resources and tailor it to the students' ability. Assessments are monitored weekly, monthly and quarterly. On a quarterly basis, teachers meet with leadership team to review individual student data and provide feedback and ideas on how to continue improvement.

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: 13,200

Researched-Based strategies that are used for increased quality of learning time are I-READY for Reading and Math, Instruction Coach Mathematics and Instruction Coach English Language Arts.

Strategy Rationale

Strategy rationale is to support mastery of standards through core instruction and interventions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ramirez, Denise, dmramirez@dadeschools.net

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

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

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.

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics.

Kindergarten registration begins around March of the previous school year. At that time parents can become familiar with the school. New parents are given the opportunity to arrange a school tour during the summer. Summer camp registration is available to incoming kindergarteners to help parents and students become familiar with the elementary school environment and the amenities offered to students including the cafeteria, gymnasium, playgrounds, library, and computer lab. This ability for students to become familiar with their new learning environment helps for a seamless

transition from early childhood programs to the elementary program.

Kindergarten orientation was in the month of August 2013 and allowed incoming kindergarten parents an opportunity to become familiar with kindergarten expectations and to meet the kindergarten team. Throughout the school year parents are welcomed to volunteer in classroom activities as well as school-wide activities in order to assist in the transition of their kindergarten child.

The kindergarten team at Pinecrest Preparatory Academy works together to ensure that the learning environment at PPA is familiar, inviting, and comfortable. Through their experience and diligence, the team incorporates elements of preschool flawlessly with expectations of elementary school. They work together at the beginning of the year to plan for instructing students on school rules and expectations.

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Pinecrest Preparatory Academy has established several practices. At Pinecrest Preparatory Academy, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of basic skills/school readiness, oral language/syntax, print/letter knowledge, phonological awareness/processing, and basic math skills. At the onset of the school year kindergarten students are evaluated using FLKRS and the Florida Assessment for Instruction in Reading (FAIR) which transition very well from the Florida VPK Assessment, which a majority of our incoming kindergarteners are familiar with as many come to PPA with VPK experience. These assessments provide a measure of program effectiveness. Teachers will use data to plan instruction and implement intervention strategies for those students who are identified as needing interventions. Midyear and end of the year assessments will be conducted to assess student progress. Parents are also invited to attend an SAT Parent Night in late November/early December to understand the SAT which students will take in April.

In order to address the emotional needs of students the school counselor conducts classroom guidance activities related to positive self-esteem, social skills, conflict resolution and study skills. Communication to parents is in the form of the CONNECT-ED telephone system, letters, the school website, and face to face contact with parents. Parent conferences are scheduled throughout the year. Interim progress reports are sent home. Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student grades and school resources through the Parent Viewer and Parent Portal via district website. Additional parental help topics are available and covered by our counselor through Parent Academy opportunities provided throughout the year.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Pinecrest Preparatory Academy will continue to implement Reading Comprehension strategies throughout the 2016-2017 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies.

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 Preparatory Academy will continue to implement Reading Comprehension strategies throughout the 2016-2017 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies. **1a**

G087550

Targets Supported **1b**

Indicator	Annual Target
CELLA Listening/Speaking Proficiency	79.0
CELLA Reading Proficiency	50.0
FSA ELA Achievement	94.0
ELA/Reading Gains	81.0
ELA/Reading Lowest 25% Gains	84.0
FSA Mathematics Achievement	88.0
Math Gains	78.0
Math Lowest 25% Gains	76.0
FCAT 2.0 Science Proficiency	81.0
CELLA Writing Proficiency	57.0
AMO Reading - ELL	
AMO Reading - ED	
AMO Reading - SWD	
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - Hispanic	
AMO Reading - Hispanic	
AMO Math - White	
AMO Reading - White	
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal **3**

- The Lowest 25% subgroup did not meet the standards on the 2016 FSA Reading and Mathematics. Students in these subgroup will score a 3 or above on the 2017 ELA-FSA Reading and 2017 MATH-FSA.

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

- • Reading Series WONDERS • Jr. Great Books • Wordly Wise • MyOn READER • REFLEX Math • Coach Digital Reading • Coach Digital Mathematics • I XL Math • Gizmos • Coach Science • Discovery Education • I-READY Reading & Mathematics Assessment and Instructional • LEGO & VexIQ Robotics • SWAT Night (Science with a Twist)
- Professional Development and School Activities Sign-In Sheets
-

Plan to Monitor Progress Toward G1. 8

Utilizing the FCIM, the MTSS/RtI and the Leadership Team will discuss and analyze data collected from formative assessment monthly to and adjust instruction as needed to meet the goal.

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Formative Assessment: Reports generated from District Interim Assessment, MyON READER, Digital Coach Reading and Mathematics, Wonders Benchmark Assessments, Gizmos, IXL Mathematics, REFLEX Math, and I-READY Reading and Mathematics. Summative Assessment: Results from the 2017 ELA- FSA and MATH-FSA.

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 Preparatory Academy will continue to implement Reading Comprehension strategies throughout the 2016-2017 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies. **1**

 G087550

G1.B1 The Lowest 25% subgroup did not meet the standards on the 2016 FSA Reading and Mathematics. Students in these subgroup will score a 3 or above on the 2017 ELA-FSA Reading and 2017 MATH-FSA.

2

 B232750

G1.B1.S1 Instruction should include the use of informational text structure charts to support reading comprehension and understanding of how it impacts meaning of text. Additionally, instruction should also include the use of weekly school wide Researched-based programs utilizing Common Core Progress Reading, MyON and i-READY Reading. **4**

 S245672

Strategy Rationale

Strategy rationale is to support mastery of standards through core instruction and intervention programs such as Wonder Works and I-READY.

Action Step 1 **5**

Monitor subgroup students' knowledge in the areas of text structure to support reading comprehension and the impacts of its meaning in text.

Person Responsible

Denise Ramirez

Schedule

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

Evidence of Completion

Formative Assessment: Reports generated from District Interim Assessment, MyON, I-READY Reading and Common Core Progress Reading Pre/Post Test, Wonders benchmark assessments Summative Assessment: Results from the 2017 ELA-FSA.

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

Utilizing the FCIM, MTSS/RtI Team, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person Responsible

Amber Pfefferkorn

Schedule

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

Evidence of Completion

Formative Assessment: Reports generated from District Interim Assessment, MyON READER, Digital Coach Reading and Mathematics, Wonders Benchmark Assessments, Gizmos, I XL Mathematics, REFLEX Math, and I-READY Reading and Mathematics. Summative Assessment: Results from the 2017 ELA- FSA and MATH-FSA.

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

Utilizing the FCIM, the Literacy Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person Responsible

Denise Ramirez

Schedule

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

Evidence of Completion

Formative Assessment: Reports generated from District Interim Assessment, MyON READER, I-READY Reading and Wonders Benchmark Assessments. Summative Assessment: Results from the 2017 ELA-FSA.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M331329	Utilizing the FCIM, the MTSS/Rtl and the Leadership Team will discuss and analyze data collected...	Diaz, Ana	8/22/2016	Formative Assessment: Reports generated from District Interim Assessment, MyON READER, Digital Coach Reading and Mathematics, Wonders Benchmark Assessments, Gizmos, I XL Mathematics, REFLEX Math, and I-READY Reading and Mathematics. Summative Assessment: Results from the 2017 ELA- FSA and MATH-FSA.	6/8/2017 quarterly
G1.B1.S1.MA1 M331327	Utilizing the FCIM, the Literacy Leadership Team will meet to discuss formative assessment data in...	Ramirez, Denise	8/22/2016	Formative Assessment: Reports generated from District Interim Assessment, MyON READER, I-READY Reading and Wonders Benchmark Assessments. Summative Assessment: Results from the 2017 ELA-FSA.	6/8/2017 quarterly
G1.B1.S1.MA1 M331328	Utilizing the FCIM, MTSS/Rtl Team, and the Literacy Leadership Team will meet to review formative...	Pfefferkorn, Amber	8/22/2016	Formative Assessment: Reports generated from District Interim Assessment, MyON READER, Digital Coach Reading and Mathematics, Wonders Benchmark Assessments, Gizmos, I XL Mathematics, REFLEX Math, and I-READY Reading and Mathematics. Summative Assessment: Results from the 2017 ELA- FSA and MATH-FSA.	6/8/2017 monthly
G1.B1.S1.A1 A318127	Monitor subgroup students' knowledge in the areas of text structure to support reading...	Ramirez, Denise	8/22/2016	Formative Assessment: Reports generated from District Interim Assessment, MyON, I-READY Reading and Common Core Progress Reading Pre/Post Test, Wonders benchmark assessments Summative Assessment: Results from the 2017 ELA-FSA.	6/8/2017 quarterly

V. Professional Development Opportunities

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

G1. Pinecrest Preparatory Academy will continue to implement Reading Comprehension strategies throughout the 2016-2017 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies.

G1.B1 The Lowest 25% subgroup did not meet the standards on the 2016 FSA Reading and Mathematics. Students in these subgroup will score a 3 or above on the 2017 ELA-FSA Reading and 2017 MATH-FSA.

G1.B1.S1 Instruction should include the use of informational text structure charts to support reading comprehension and understanding of how it impacts meaning of text. Additionally, instruction should also include the use of weekly school wide Researched-based programs utilizing Common Core Progress Reading, MyON and i-READY Reading.

PD Opportunity 1

Monitor subgroup students' knowledge in the areas of text structure to support reading comprehension and the impacts of its meaning in text.

Facilitator

Ana Diaz

Participants

General Education Teachers and Instructional Coaches

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Monitor subgroup students' knowledge in the areas of text structure to support reading comprehension and the impacts of its meaning in text.				\$25,495.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0600 - Pinecrest Preparatory Academy	General Fund		\$19,000.00
			<i>Notes: i-Ready Assessment and Intervention Professional Development</i>			
			0600 - Pinecrest Preparatory Academy	General Fund		\$2,500.00
			<i>Notes: Digital Coach Resources</i>			
			0600 - Pinecrest Preparatory Academy	General Fund		\$495.00
			<i>Notes: Professional Development for Digital Coach</i>			
			0600 - Pinecrest Preparatory Academy	General Fund		\$3,500.00
			<i>Notes: Professional Development for Junior Great Books</i>			
					Total:	\$25,495.00