

Miami-Dade County Public Schools

Pinecrest Glades Academy



2016-17 Schoolwide Improvement Plan

Pinecrest Glades Academy

15250 SW EIGHTH ST, Miami, FL 33194

www.pinecrestglades.org

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	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2017-18
Grade	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

This plan was approved by the Dade County School Board on 9/30/2016.

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 Glades Academy

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

The core philosophy and vision of Pinecrest Glades Academy is reflected in a learning environment which allows students to learn and progress at their individual pace. Our vision encompasses setting high standards and supporting students through the process of achieving these standards to foster an environment of success. Pinecrest Glades 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 relationships between teachers and students includes bringing everyone from administration, teachers, staff, students, and their families together as one. Administration takes time to put together a curriculum where each individual child is recognized by not only their educational background, but their personalities and ethnical backgrounds. Teachers incorporate a distinctive coursework that targets the variety of the students in our school. Teachers use of lessons that incorporate history, literature, arts, and perspectives of the student ethnicities and nationalities represented in their classes. PGA hosts 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. Family collaboration is our priority and bringing everyone together is how we build the relationships where each student can learn and support the others and their cultures.

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

The school creates an environment where students feel safe and respected before, during, and after school by putting the safety of the students first. Before school, administrators, teachers, and staff walk the building to secure it is safe for the students to arrive. There are security monitors that walk the building every hour of the day and in the afternoon our after school care program follows the safe procedures, putting safety as the number one priority. A strict no-tolerance policy for violations of student conduct such as bullying, harassment, and violence as Outlined in the Miami-Dade Public Schools Code of Student Conduct has established a behavioral standard for all students and thus effectively created an environment where students feel safe and respected by faculty and students. All adults (faculty and staff) model appropriate behavior and are aware of the expectations for student behavior and positive interactions and the processes for reporting violations if they occur. Clear protocols have been established for arrival and dismissal, and safety procedures and regular drills for code red, fire, and severe weather have been implemented. School security personnel, staff and leadership have a visible presence at all times on campus, which fosters an environment where students feel protected and respected. Cafeteria protocols are in place and staff members have

assigned duties to ensure safety for all students. Staff members use radios for continuous communication. Students use hall passes when leaving the classroom and logs are kept of students entering and leaving in each classroom. The school will also 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.

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

At Pinecrest Glades Academy all parents and students are required to acknowledge both the countywide Code of Student Conduct as well as the Academy's behavior policy. Teachers and staff reinforce these policies at Open House and the first few weeks of school. During grade level orientation at the beginning of each year, each student is made aware of the school's expectations for behavior and the repercussions for student conduct violations. This system is implemented school-wide and teachers do adapt them to fit the needs of their class, however, the heart of the system remains the same and in effect throughout the campus. The teachers and staff are briefed in the importance of the system and the importance of consistency and fidelity in following through with behavioral consequences. These protocols are clearly outlined in the Parent-Student Handbook and available for all stakeholders to review. Administrators review data and visit classrooms to ensure the academic standards are maintained and that differentiated instruction is occurring to meet the needs of all students.

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, schoolwide activities that promote well-being and safety, and follow ups to counseling for referred students. The counselor also goes beyond and provides such services for parents as well to assist in a variety of topics such as stress, bullying, and Internet safety.

3. Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused
Course failure in English Language Arts or mathematics
Failure of standardized assessments in English Language Arts or mathematics
Review the report entitled Early Warning System

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	0	2	1	1	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	1	5	7	5	15	10	0	0	0	0	0	0	0	43

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	1	1	2	2	8	3	0	0	0	0	0	0	0	17

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

Pinecrest Glades Academy created a multidisciplinary leadership team comprised of Administrators, Student Services, and Department Chairs, that meets monthly to discuss areas that require academic improvement or problem solve issues for individual students or teachers and establish goals for student intervention and progression. Intensive Reading classes use the District adopted materials (iReady) for remediation. After and Before school tutoring is available in all core content areas on a daily basis and is open to all students. Students that have been identified as failing are monitored for progression as well as their participation in after school tutoring sessions. Notification procedures for parents have been established and students that exceed absences are monitored for progression. When necessary, through the Student Development Plan, students are referred to intervention resources in school and/or community-based. Counselor and Principal will meet with every student before the end of the 1st nine weeks.

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 Glades Academy works diligently to keep families involved through a variety of ways. Parents are encouraged to create accounts to check on student progress and to complete the volunteer form annually to be able to participate in school events for volunteer hours and be a part of creating lasting memories for their children. The school provides an Open House student and parent event before the official start of school to initiate parental involvement and assist parents with becoming familiar with school and classroom policies and procedures. The school uses phone calls, emails, school website, and social media to communicate with families and keep them up-to-date.

Additionally, Pinecrest Glades Academy works with the Parents as Liaisons organization to not only communicate the school's mission and vision to parents through its network, but to grow and fulfill the school's mission and vision incorporating the unification of all stakeholders working together as a community.

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

Pinecrest Glades will build and maintain a strong relationship with its partners by incorporating them into some of the planning which helps shape our curriculum. PGA believes it is vital for the school to build and sustain local and community partnerships as it directly ties in with the vision and mission of the school and is paramount in increasing student achievement. We encourage and invite participation across the board.

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
Medina, Jessica	Administrative Support
Montano, Carrie	Principal

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 Glades Academy Leadership Team is comprised of administration, faculty and staff.

Carrie Montano, 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.

Zuleika Santos, Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of Rtl; Engages in classroom observations to assure implementation of the school improvement efforts. Test Chairperson: Provides data based on state, district and school-wide based assessments.

Jessica Mayorga, Lead Teacher: Attends meetings and relays pertinent information to the Leadership Team. Assists the Test Chair in collecting and analyzing data from Assessments in order to plan intervention strategies for low performing students; Provides, designs, and participates in professional development opportunities in accordance with specific needs; Engages in classroom observations to assure implementation of the school improvement efforts; English Language Learners (ELL) Chair: Works in partnership with ELL teachers and provides teachers with ELL strategies and materials; Test Chairperson: Provides data based on state, district and school-wide based assessments.

Sylvia Sarkarati, School Counselor: Serves as a liaison between the families and the school to

continuously support the student's social, emotional, and educational needs

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

Karina Infante, Jenny Bazo, Mariela Schmitt, Alina Torres, Wedny Davila, Vanessa Pena, Grade Level Chair: Offer data about general subject instruction and partake in the collection of student data while employing intervention strategies.

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.

Pinecrest Glades Academy ensures the resources offered are aligned to Florida's standards in order to provide all its students the most current instructional curriculum and resources. Through weekly briefings, quarterly principal meetings, and Reading/Mathematics/Science coach meetings, the school is kept up to date on newly adopted textbooks, curriculum updates, changes in state standardized assessments, and new or updated versions of resources that are aligned to state standards. Tangible resources are inventoried and disbursed to the teachers for immediate use with their students. The instructional coaches keep a detailed inventory on a quarterly or as needed basis to ensure proper tracking and upkeep of all resources. The MTSS Leadership Team seeks out federal, state and local programs and coordinates with District personnel to meet the needs of all students and maximize desired student outcomes. Through a multi-tiered system of support, the school is able to meet the personal, instructional, and curricular needs of all its students based on their specific needs. The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by: 1. Holding regular team meetings where problem solving is the sole focus. 2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. 3. Determining how we will know if students have made expected levels of progress towards proficiency? Using progress monitoring reports from Intervention programs, District Baseline and Interim Assessments, i-Ready Reading and Mathematics assessments results. (What progress will show a positive response?) Students showing growth and improvement on the quarterly assessments, academic grades and meeting standards on State Assessment Tests. 4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS will meet to discuss student progress and address academic and/or behavior results with a 5 week period if adequate growth is not exhibited by students.) 5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively. 6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. 7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM. Tier 2 - The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly) to: 1. Review OPM data for intervention groups to evaluate group and individual student response. 2. Support interventions where there is not an overall positive group response. 3. Select students (see SST guidelines) for SST Tier 3 intervention. Tier 3 - The third level of support consists of additional supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional

and/or behavioral support. Tier 3 problem solving meetings occur regularly (monthly) to: 1. Review OPM data for intervention to evaluate individual student response. 2. Support interventions where there is not an overall positive response. 3. Select students for SST evaluation process. Additionally, the school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely planned, examined, and monitored. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (once a month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carrie Montano	Principal
Jessica Mayorga	Teacher
Sylvia Sarkarati	Teacher
Erika Miranda	Teacher
Karina Infante	Teacher
Jenny Bazo	Teacher
Mariela Schmitt	Teacher
Alina Torres	Teacher
Wendy Davila	Teacher
Vanessa Pena	Teacher
Claudia Castillo	Parent
Jocelyn Santana	Parent
Hector Gonzalez	Parent
Jorge Weglarz	Parent
Samantha Noriega	Student
CJ Noriega	Parent
Jordan Cordon	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

As a brand new school, we are formulating our present school improvement plan.

b. Development of this school improvement plan

The SAC assists in the preparation, implementation, and evaluation of the School Improvement Plan. The SAC attends scheduled meetings at the school to review all applicable student performance data

in order to determine the students' needs and prioritizes them as well as recommends strategies to improve on those areas of need. The SAC regularly reviews reports dealing with the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments. The SAC will give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review.

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

The SAC is consistently involved in development of the School Improvement Plan. The members will 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 Glades Academy will also meet quarterly 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.

As a new school, we have not been allocated funds.

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
Montano, Carrie	Principal
Medina, Jessica	Administrative Support

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). 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. All PGA Staff members will have a data binder which is personalized by their class and students. The binder will have the information of the students in the teacher's particular classes that are struggling readers. 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.

Recruit Highly Qualified Teachers:

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

Development of Highly Qualified Teachers:

- Inform teachers of upcoming classes towards endorsements and or certifications.
- Coordinate to provide courses/training at the school to assist teachers in attaining endorsements.
- Provide teachers the Stingrays Mentor Stingrays program created at the school.

Retain Highly Qualified Teachers:

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

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

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. Mentors and mentees have been identified and matched for the 2016-2017 school year.

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. Through weekly briefings, quarterly principal

meetings, and Reading/Mathematics/Science coach meetings, the school is kept up to date on newly adopted textbooks, curriculum updates, changes in state standardized assessments, and edited versions of resources that are aligned to state standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Pinecrest Glades Preparatory Academy is a school that will monitor data to make sound decisions and track the academic path to match our school's vision of rigor instruction to meet the needs of each individual child. Through use of data chats during faculty, EESAC, grade level, and Leadership Team meetings, we will analyze data to guide the academic path that drives differentiated instruction.

Upon release of classroom, district, or state assessments results, data chats are initiated to target specific skills or benchmarks in need of remediation. These skills or benchmarks are retaught in small teacher-lead groups, through one-on-one pull-out with an interventionist, and/or reinforced in the intervention lab and assessed and monitored until proficiency is attained. Through immediate identification, modification, modeling, re-teaching and re-assessing, students having difficulty reaching proficiency levels is diminished and meeting standards on state assessments becomes possible.

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

Strategy: After School Program

Minutes added to school year: 4,680

Starting in October, we will offer ASAP (After School Advancement Program). ASAP will be provided for core subjects, SAT, FCAT, EOC, and FSA Reading Re-takers and Level 1s and 2s.

Strategy Rationale

After school programs will provide additional instruction in core academic subjects, enrichment activities that contribute to a well-rounded education, an opportunity for teacher collaboration, planning and professional development.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Medina, Jessica , jessmedina@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 Administration, Teachers, and Interventionists to determine deficiencies and decide an appropriate plan for each student by ways of changing an assignment or course level.

Strategy: Before School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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 strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another are the following:

- Teachers and Administrators, along with school counselor meet and conduct grade level transition meetings.
- The school will host tours and school orientations for all interested families. During these meetings, the 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.
- 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 Glades Academy's goal is to increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G087853

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
ELA/Reading Lowest 25% Gains	
FSA Mathematics Achievement	
Math Lowest 25% Gains	
Students Exiting ELL Status	
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal 3

- Limited evidence of technology enhanced learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Springboard, Wordly Wise, Florida Performance Coach ELA/Mathematics, Accelerated Reader, I-Ready ELA/ Mathematics, FCAT Explorer Science, Reflex Math, Gizmos, Edgenuity, Wonder Works, Reading Series WONDERS, IXL Math, Florida Performance Coach Mathematics, Discovery Education, Science Fair, LEGO & Vex Robotics, SWAT Night (Science with a Twist), Science Fair Night
- Professional Development and School Activities Sign-In Sheets; 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 discuss and analyze data collected from formative assessment monthly to and adjust instruction as needed to meet the goal.

Person Responsible

Carrie Montano

Schedule

On 6/2/2017

Evidence of Completion

Coach logs, handouts, grade level minutes, teacher observations, sign-in sheet, classroom visitation logs, debriefing with personnel, lesson plans.

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

 = Problem Solving Step  S123456 = Quick Key


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

 G087853

G1.B1 Limited evidence of technology enhanced learning. 2

 B233584

G1.B1.S1 Across all content areas implement the use of appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement. 4

 S246466

Strategy Rationale

Action Step 1 5

All content area teacher's will receive professional development at the school site on the use of technology enhanced learning which encompasses the appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement.

Person Responsible

Jessica Medina

Schedule

Evidence of Completion

Agenda, sign-in sheets, handouts.

Action Step 2 5

Teachers across all content areas will implement the use of technology enhanced learning during classroom instruction.

Person Responsible

Carrie Montano

Schedule

Evidence of Completion

Observations and debriefing meetings.

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

Consistently monitor the delivery of lessons that include technology enhanced learning. Identify personnel for further assistance as deemed necessary.

Person Responsible

Jessica Medina

Schedule

Evidence of Completion

Classroom visitation logs, debriefing with personnel, lessons plans.

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

Consistently monitor the delivery of lessons that include technology enhanced learning. Identify personnel for further assistance as deemed necessary.

Person Responsible






Jessica Medina

Schedule

Evidence of Completion

Classroom visitation logs, debriefing with personnel, lesson plans, technology reports.

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.B1.S1.MA1  M333131	Consistently monitor the delivery of lessons that include technology enhanced learning. Identify...	Medina, Jessica	10/3/2016	Classroom visitation logs, debriefing with personnel, lesson plans, technology reports.	No End Date one-time
G1.B1.S1.MA1  M333132	Consistently monitor the delivery of lessons that include technology enhanced learning. Identify...	Medina, Jessica	10/3/2016	Classroom visitation logs, debriefing with personnel, lessons plans.	No End Date one-time
G1.B1.S1.A1  A319813	All content area teacher's will receive professional development at the school site on the use of...	Medina, Jessica	10/3/2016	Agenda, sign-in sheets, handouts.	No End Date one-time
G1.B1.S1.A2  A319814	Teachers across all content areas will implement the use of technology enhanced learning during...	Montano, Carrie	10/3/2016	Observations and debriefing meetings.	No End Date one-time
G1.MA1  M333133	The Leadership Team will discuss and analyze data collected from formative assessment monthly to...	Montano, Carrie	10/3/2016	Coach logs, handouts, grade level minutes, teacher observations, sign-in sheet, classroom visitation logs, debriefing with personnel, lesson plans.	6/2/2017 one-time

V. Professional Development Opportunities

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

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	All content area teacher's will receive professional development at the school site on the use of technology enhanced learning which encompasses the appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement.	\$0.00
2	G1.B1.S1.A2	Teachers across all content areas will implement the use of technology enhanced learning during classroom instruction.	\$0.00
Total:			\$0.00