Pine Villa Elementary School

2016-17 Schoolwide Improvement Plan

Pine Villa Elementary School

21799 SW 117TH CT, Miami, FL 33170

http://pinevilla.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 PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	B	F

*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 is pending approval by the Dade County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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 Pine Villa Elementary School

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.

Our mission is to encourage an open, honest and positive climate comprised of passionate stakeholders. Through collaboration and support we will empower each other with the common purpose of unleashing every child's potential to be successful lifelong learners in a digital society.

b. Provide the school's vision statement.

Through the passion and commitment of our stakeholders, we will collaboratively work together to build a school culture that will empower our teacher quality, accelerate curricular expertise and promote shared sustained leadership which will foster lifelong student success.

2. School Environment

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

Pine Villa Elementary School believes that education is paramount to the success of all students. We are dedicated to provide learning opportunities that will meet the needs of our students in accordance with their background, interests and abilities. Pine Villa Elementary School provides the families of our students with numerous activities and events throughout the school year in an effort to learn about our students' cultures and to build a bridge between the school and the home. Each month, Parent Academy meetings are held at our school site to assist our parents in learning about all the necessary tools available to ensure the academic success of our students. Parent-teacher conferences are held during the nine week grading period to keep our parents abreast of the progress of their child. All cultures are celebrated during the school year through interactive and creative activities. Our parents are encouraged to volunteer at the school through our volunteer program. It is our goal to foster a bond with our community that will build our students academically, emotionally and socially.

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

Pine Villa Elementary School provides a safe learning environment for all students, staff members and stake holders. Our campus is a closed campus and is monitored by the security staff throughout the day. Each morning the students are greeted as they enter the building for breakfast. Only the students of Pine Villa Elementary School are allowed in the cafeteria. Parents and other visitors are only allowed in the Main Office after they have signed in at the security desk. The students are transported to their classes by the classroom teacher while members of our staff monitor the corridors until the late bell commences the start of the instructional day. There is two security staff members on site at all times during the day, before school and after school. Before school and after school programs are offered to the students to promote their social, emotional, physical, academic and artistic development. During the school day, the classroom teachers promote the use of the students opinions during classroom discussions and learning opportunities. Collaborative strategies are incorporated in the teaching and learning to engage all learners and to stimulate higher ordering thinking processes. The students of Pine Villa Elementary School are encouraged to use their voice as a powerful tool.

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.

Pine Villa Elementary is a Positive Behavior Support (PBS) School that implements a systematic school wide behavior plan. Each teacher has developed a Classroom Management Plan that utilizes rules, consequences and a reward system following the Positive Behavior Support (PBS) model. In order to provide behavioral incentives to all students, the school has created a "Ramsmart" store where students can redeem their behavior points for store items on a weekly basis. Classroom rules are posted in each classroom with the PBS vision and mission. Parents receive a copy of class rules, the parent-student handbook and acknowledgement of receipt/review of the Code of Student Conduct on the first day of school. Parents are required to sign the Parent-Student contract acknowledging the school wide procedures, discipline guidelines and the Code of Student Conduct.

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

The PBS and RTi team meets bi-weekly in order to review students with critical misbehavior and poor academic achievement. The School Psychologist conducts observations and provides tiered support strategies to the instructional staff. Guidance counselors meet with parents and administration to develop an intervention plan for student demonstrating academic deficiencies and unsatisfactory behavior. Additionally, the students receive counseling services through outside support programs as well as on site counseling that exists for the students that are in need of individual counseling. Such programs as the 5000 Role Models and COMPASS are being implemented this school year through a partnership with the community leaders and our school police. Through RTi B and our Positive Behavior Support System, the students needs are met through tailored counseling services.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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.

Students who are identified as exhibiting a pattern of truancy will be referred to the Truancy Child Study Team and the RTi Team. The team will meet with the teachers on a monthly basis to monitor attendance, academic progress, and behavioral patterns. Adjustments to student interventions will be made at such time. Parent conferences will be held by the school administrator for all students in danger of being retained. Through the Positive Behavior Support (PBS) system, an alternative to suspensions plan was developed.

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	2	4	3	0	4	5	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	6	5	7	1	4	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	7	11	26	5	18	43	0	0	0	0	0	0	0	110

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	5	5	15	4	14	15	0	0	0	0	0	0	0	58

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

Through the RTi process, students are monitored and receive tutoring and intervention. On-going progress monitoring takes place on a consistent basis and the classroom teacher and the instructional coaches will adjust the instruction to meet the needs of the individual student. During the instructional block, differentiated instruction is provided. Additional instructional services take place before, during and after school to improve the academic performance of our students that are identified by the early warning system. The students identified by the early warning system are monitored and provided with services by support staff personnel. The Attendance Review Committee, lead by our Student Success Coach and the RTi Leadership Team monitors the students to ensure the school provides the assistance and support to families in the area of academics and daily attendance. The parents of the students are informed and are invited to attend counseling meetings and conferences with the classroom teacher and administration. Through our Truancy Child Study Program, parents of students with excessive absences are required to attend meetings at the school with the School Success Counselor and the Administration. During this time, strategies are discussed to minimize the student's number of absences. Home visit will occur when needed and the school social worker will be deployed. The areas of concern are addressed and monitored to ensure students are in attendance and that satisfactory progress is being made.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/336344.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

Pine Villa Elementary School collaborates with the local community coalition. The administrative team attends the monthly meetings. Many of the local leaders attend the monthly community meetings where the needs of the school are addressed. A report on the schools activities and achievements are shared with the stakeholders. The community has donated resources to the school. Such resources includes, school uniforms, school supplies and paper goods. Additionally, all EESAC members and stakeholders

are invited to the EESAC meetings to view and provide input during the discussion of the EESAC committee agenda items.

A wide variety of activities will be offered for our students, parents and stakeholders. Such activities include student showcases during the school year (Hispanic Heritage, Winter Wonderland, Black History Month, and the Spring Concert). Students in grades 2-5 will have an opportunity to play string instruments through our Academy of the Arts program as well as sing, dance and produce art pieces.

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
Pascual, Adam	Principal
Wood, Kim	Assistant Principal
Hunter, Eva	Instructional Coach
Hernandez, Stacy	Instructional Coach
Padron, Richard	Teacher, ESE
Santiago, Raquel	Other
Deveaux, Natasha	School Counselor

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Multi-Tier Support System (MTSS) conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. The Principal collaborates with SRO committees to review common practices and implement highly effective practices to increase student achievement, daily attendance and satisfactory behavior.

Assistant Principal: Provides a foundation for curriculum related decisions based on ongoing data, develops, implements and facilitates a successful plan that will result in continual data analysis to meet individual student needs. Conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation. Ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Formulates small group intensive instruction for students in the lowest quartile not making learning gains.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Participates in small group intensive instruction for students not making learning gains.

Transformation Reading Coach/Mathematics Coach: Assist in the development of the curriculum

focus calendar which leads, and evaluates school core content standards/programs; identifies and analyzes existing literature scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify students "at risk", assist in the design and implementation of progress monitoring, data collection, and data analysis; participates in design and delivery of professional development; and provides support for assessment and implementation monitoring. Formulates small group intensive instruction for students not making learning gains.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection; data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

The MTSS Leadership Team will meet bi-weekly to engage in the following activities:
* Review in-house data and data trends within the school and individual classrooms.
* Progress monitoring data is evaluated to assist in making instructional decisions for individual students
and classes.
* The team will identify professional development needs based on current data.
* The team will also collaborate regularly to problem solve, share effective practices, evaluate implementation of current interventions, and make instructional decisions.
* Data chats are conducted with individual classroom teachers in reading, mathematics, writing and science to ensure that all teachers align instruction with individual student needs.
* Maintain communication with staff for input and feedback, as well as updating them on procedures and student progress.
* Provide clear indicators of student need and student progress, assisting in examining the validity and
effectiveness of program delivery.
* Assist with monitoring and responding to the needs of subgroups within the expectations for adequate
yearly progress.

General Education Teacher: Classroom Teachers
Conducts and collects data from students; examines on-going progress monitoring; analyzes data and uses the data for classroom planning; consults with the ST2 team members to discuss data and guide classroom instruction and interventions; provides appropriate interventions

Interventionists:
Conducts and collects Progress Monitoring and Ongoing Progress Monitoring data; makes recommendations to MTSS/RtI team regarding changing student needs based on Ongoing Progress Monitoring data; works with identified at-risk students to deliver small group interventions using WonderWorks; Participates in skills building professional development; conducts progress monitoring and on-going progress monitoring.

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 MTSS at Pine Villa Elementary is an extension of the school's Leadership Team and student academic teacher teams. The MTSS has been strategically integrated in order to support the process

of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. It is anticipated that this will be a process of building the foundation and incorporating MTSS into the culture of each school.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Transformation Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include a Parental Program, Supplemental Educational Services, and special support services to special needs populations such as the neglected and truant students. ST2 schools are provided with the support from a professional Development Curriculum Support Specialist which is funded from Title I, Part Afunds. ST1 is a state approved RTI Model for elementary schools.

Title I, Part A
Services are provided to ensure students requiring additional remediation. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Rti schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds.

Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D
N/A

Title II
N/A

Title III
The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement an after school tutorial program. Title III funds are also used to purchase supplemental materials.

Title VI, Part B – N/A

Title X- Homeless

•Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
•The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
•Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs
The school offers non-violence and anti-drug programs to students such as Youth Crime Watch, DARE, Anti-Bullying Program, and a Character Building Program that incorporate community service and counseling.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Pine Villa Elementary School houses Head Start at the Isaac A. Withers Center. Joint activities, including professional development and transition processes are shared.

Adult Education
N/A

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Elianeys Basulto	Principal
Vinnie Simpson	Education Support Employee
Joelise Lopez	Parent
Teresa Wong	Business/Community
Daniel Rivero	Business/Community
Lawanda Williams	Teacher
Natasha Deveaux	Education Support Employee
Adrian Harris	Student
Austin Wenzel	Parent
Christina Gomez	Teacher
Keisha Robinson	Parent
Angela Henry	Parent
Tryneshia Sheppard	Parent
Sharon Williams	Teacher
Alisa Jones	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 School Improvement Plan of 2015 - 2016 was reviewed by the School Advisory Council. The council reviewed the data to determine if the targets were met. Suggestions were made to improve upon attendance incentives and to increase parental input. It was determined by consensus that there needs to be a plan in place to ensure that our students will be able to achieve in the area of Reading proficiency.

b. Development of this school improvement plan

The School Advisory Council involved all stakeholders in the development of the School Improvement Plan. This included topics relative to the core academic areas, parental involvement, attendance, budget, professional development training, instructional materials, student support services and ongoing monitoring of the school improvement plan were addressed.

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

The school improvement funds through the SAC will be used to support the school's positive behavior plan, educational field trips and to increase school attendance through incentives. Additionally, the SAC funds will be used to support the objectives and strategies outlined in the School Improvement Plan.

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

The School Advisory Council plans to budget some of the funds for academic student incentives, classroom libraries and student rewards through our positive behavior plan.

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
Pascual, Adam	Principal
Wood, Kim	Assistant Principal
Hunter, Eva	Instructional Coach
Hernandez, Stacy	Instructional Coach
Deveaux, Natasha	School Counselor
Padron, Richard	Teacher, ESE
Santiago, Raquel	Other

b. Duties

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

As a goal to meet individual student needs, the LLT team will implement a continuous cycle of data chats
with the following initiatives at the forefront in alignment with CRRP and CCSS.
• Continual analysis of ongoing data
• Use of disaggregated data to realign classroom instruction
• Use of disaggregated data to formulated intensive small groups
• Established fidelity to the use of district purchase I-Ready, Gizmos, Math Reflex and Discovery Education.

In order to create capacity of reading knowledge within the school building, teachers and students alike must be excited about literacy. The team will discuss the implementation of the following activities: conducting read alouds in all content area classes, conducting monthly mini-workshops during faculty meetings or on professional development days, forming study groups, researching strategies to address concerns, providing materials and resources to promote literacy, and providing incentives to promote reading programs. Additionally, in order to improve literacy in the school, a

focus on vocabulary words will be targeted. Students will learn key vocabulary words that will be addressed school wide in order to enhance prior knowledge and ultimately assist students with comprehension. Students in third through fifth grade will participate in novel based instruction in order to increase literature awareness and build comprehension skills.

D. Public and Collaborative Teaching

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

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

The teachers of Pine Villa Elementary School work collaboratively during common planning with the support of the transformation coaches to develop lesson plans, unwrap benchmarks and implement an instructional framework. Differentiated Instruction is planned for in a collegial manner. Each grade level and subject area maintains a partnership in the development of the best practices of content delivery.

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

Through District hosted recruitment events and postings on the Human Resource website, we plan to recruit and retain highly qualified instructional personnel that will effectively prepare our students to be successful life-long learners. All newly recruited teachers will be mentored by a veteran classroom instructor. The school site will provide opportunities for ongoing job embedded professional learning communities that will promote collegial discourse and active participation in the implementation of the instructional best practices. The methodology of the Coaching Cycle will be utilized to ensure the development of our teachers.

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

The school has two mentor teachers. Mentor teachers meet with new teachers to the profession or second year teachers during bi-weekly meetings. Mentee teachers have an opportunity to observe mentor teachers and implement specific instructional strategies during the instructional delivery. In addition, mentor teachers provide modeling and student demonstrations to ensure the mentee teachers have an effective behavior plan and a variety of strategies to achieve daily.

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 an effort to ensure that the instructional programs and materials are aligned to the Florida standards, the teachers utilize the Districts instructional pacing guide as the foundation of their lesson plans. The District's pacing guide is adhered to with fidelity. The school utilizes the following core materials to drive the instruction in alignment with district pacing guide and state standards. McGraw-Hill is utilized for Reading, Scott Foresman for Science, Go Math for Mathematics and Scott Foresman for Social Studies. In addition, students utilize the following technology components such as I-Ready, Gizmos, Discovery Education and Math Reflex to provide enrichment in the areas of reading, mathematics, science and social science. All instructional materials are aligned to the Florida 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.

Pine Villa Elementary School follows the District's testing calendar which includes i-Ready Diagnostics and Mid-Year Assessments, as well as school based assessments to monitor the students progress through data analysis. The students are placed in groups according to level. Students are remediated, re-taught or provided with enrichment opportunities. Additionally, students not achieving on grade level are placed in a intervention group where additional support is provided.

The RTi Leadership meets bi-weekly in order to analyze bi-weekly assessment results. During grade level data chats, teachers and grade levels determine areas for improvement and weaknesses according to bi-weekly assessment results. A curriculum focus calendar is developed addressing deficiency areas. The Transformation Reading Coach provides professional development and modeling sessions for teachers in need. Our school provides tutoring sessions to students in grades 2-5 and students in the lowest quartile in grades 3-5 in the areas of reading and mathematics.

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: Extended School Day

Minutes added to school year: 10,800

A Reading intervention program is provided for all students in grades K-5. In order for the school to increase the amount and quality of learning time while maintaining an enriched and accelerated curriculum, the following will be implemented as extended learning opportunities:
1. Small group Reading instruction during the extended hour
2. Teacher Push-In Collaboration during Differentiated Instruction
3. Pull-Out Tutoring

Strategy Rationale

Students needing additional Reading support will receive an additional sixty minutes of Reading Intervention each day. Tutoring sessions are offered to further assist in giving the student an opportunity to meet the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wood, Kim, woodk1@dadeschools.net

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

Data in the areas of Behavior, Reading, Writing, Math, and Science is collected on a bi-weekly basis. Data is reported to the school Principal by the Transformation Coaches. The data is disaggregated through Data Chats conducted by the School Principal.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pine Villa Elementary School has one Pre-K SPED classroom at our main site and four Pre-K classes at our Early Head Start Center, Isaac A. Withers. To facilitate the transition from Pre-School to Kindergarten, Pine Villa Elementary School provides helpful resources to introduce parents to the school and Kindergarten programs. These resources contain information pertaining to the Kindergarten program as well as ways to prepare children for Kindergarten. Reading and Math activities are part of the resources in order to prepare children for basic skills needed in Kindergarten. These resources are given to area Head Start Programs and Day Care Centers for distribution to parents of upcoming Kindergarten students. In addition, in order to facilitate the transition into Kindergarten, the Isaac Wither Head Start classes visit Pine Villa Elementary School two times during the school year. These visits consist of the students experiencing a day in Kindergarten. The incoming students interact with the teachers and students while learning the Kindergarten routine including lunch and lessons covering all areas of the curriculum. Once the students enter Kindergarten, they will be screened for Kindergarten readiness in Reading and Math. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction includes daily explicit instruction, modeling, guided practice and independent practice of all academic skills provided by screening data. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and if changes need to be made to the instructional and/or intervention programs.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction in all content areas is improved, then student achievement will increase primarily in the areas of Integration of Knowledge and Ideas in English Language Arts.

Strategic Goals Detail

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

G1. If core instruction in all content areas is improved, then student achievement will increase primarily in the areas of Integration of Knowledge and Ideas in English Language Arts. 1a

🔑 G088080

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	27.0
FCAT 2.0 Science Proficiency	25.0

Targeted Barriers to Achieving the Goal 3

- Students demonstrated deficiencies in the reporting categories of Integration of Knowledge and Ideas as evidenced by the results of the 2016 administration of the Florida Standards Assessment in grades 3-5.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw-Hill Wonders Reading/WonderWorks, ELA Pacing Guides, Florida Language Arts Standards, Item Specifications, Planning Cards, and iReady.

- Mathematics Florida Standards, Item Specifications, Pacing Guides, Go Math Florida resources, i-Ready, i-Ready Common Core, Math Coach, and Curriculum Support Specialist.

- Pacing Guides, FCAT Item Specifications, Essential Labs, JJ Bootcamp, Discovery Education, Explore Learning GIZMO, CER Tasks

Plan to Monitor Progress Toward G1. 8

Data that is derived from weekly assessments in ELA classes and i-Ready Diagnostics will be used to determine the level of success in increasing the core instruction.

Person Responsible
Kim Wood

Schedule
Weekly, from 9/28/2016 to 12/23/2016

Evidence of Completion
Student weekly assessments and i-Ready data results.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If core instruction in all content areas is improved, then student achievement will increase primarily in the areas of Integration of Knowledge and Ideas in English Language Arts. `1`

🔑 G088080

G1.B1 Students demonstrated deficiencies in the reporting categories of Integration of Knowledge and Ideas as evidenced by the results of the 2016 administration of the Florida Standards Assessment in grades 3-5. `2`

🔑 B234200

G1.B1.S1 Utilize collaborative planning to model the effective delivery of standard based instruction throughout the instructional block for the Reporting Category of Integration of Knowledge and Ideas. `4`

🔑 S246979

Strategy Rationale

In order to increase student achievement in the reporting category of the Integration of Knowledge and Ideas, the effective delivery of standard based instruction and purposeful planning must proceed the instructional delivery.

Action Step 1 `5`

Provide Professional Development in the area of Integration of Knowledge and Ideas with an emphasis on Text Evidence reading strategies to be infused into the Writing Process.

Person Responsible

Adam Pascual

Schedule

On 9/28/2016

Evidence of Completion

Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs

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

Teachers will implement effective instructional delivery for the integration of knowledge and ideas during whole and differentiated instruction groups. Teachers will monitor student achievement through informal and formal assessments.

Person Responsible

Kim Wood

Schedule

Weekly, from 9/22/2016 to 9/22/2016

Evidence of Completion

Notes will be taken at each planning session and a copy of the planning documents will be collected.

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

The Transformation Reading Coach and Curriculum Support Specialist will provide additional support to Reading/LA teachers as needed.

Person Responsible

Eva Hunter

Schedule

Weekly, from 9/22/2016 to 12/23/2016

Evidence of Completion

Schedule, lesson modeling, observational notes

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 🔍 M334342	Teachers will implement effective instructional delivery for the integration of knowledge and ideas...	Wood, Kim	9/22/2016	Notes will be taken at each planning session and a copy of the planning documents will be collected.	9/22/2016 weekly
G1.B1.S1.A1 🔍 A321162	Provide Professional Development in the area of Integration of Knowledge and Ideas with an emphasis...	Pascual, Adam	9/21/2016	Agenda, Sign-in sheets, follow-up activity, Lesson plans, Administration walk-throughs	9/28/2016 one-time
G1.MA1 🔍 M334347	Data that is derived from weekly assessments in ELA classes and i-Ready Diagnostics will be used to...	Wood, Kim	9/28/2016	Student weekly assessments and i-Ready data results.	12/23/2016 weekly
G1.B1.S1.MA1 🔍 M334341	The Transformation Reading Coach and Curriculum Support Specialist will provide additional support...	Hunter, Eva	9/22/2016	Schedule, lesson modeling, observational notes	12/23/2016 weekly

V. Professional Development Opportunities

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

G1. If core instruction in all content areas is improved, then student achievement will increase primarily in the areas of Integration of Knowledge and Ideas in English Language Arts.

G1.B1 Students demonstrated deficiencies in the reporting categories of Integration of Knowledge and Ideas as evidenced by the results of the 2016 administration of the Florida Standards Assessment in grades 3-5.

G1.B1.S1 Utilize collaborative planning to model the effective delivery of standard based instruction throughout the instructional block for the Reporting Category of Integration of Knowledge and Ideas.

PD Opportunity 1

Provide Professional Development in the area of Integration of Knowledge and Ideas with an emphasis on Text Evidence reading strategies to be infused into the Writing Process.

Facilitator

Ms. Eva Hunters, Instructional Reading Coach Ms, Kim Wood, Assistant Principal

Participants

Instructional Staff

Schedule

On 9/28/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide Professional Development in the area of Integration of Knowledge and Ideas with an emphasis on Text Evidence reading strategies to be infused into the Writing Process.	$0.00
		Total:	$0.00