

Miami-Dade County Public Schools

Pinecrest Academy (North Campus)



2016-17 Schoolwide Improvement Plan

Pinecrest Academy (North Campus)

10207 W FLAGLER ST, Miami, FL 33174

www.pinecrestscsdemy.com

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) |
|--|------------------------|---|
| Combination School KG-8 | No | 69% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 98% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | A* | A | A |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pinecrest Academy (North Campus)

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Pinecrest Academy North 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 vision of Pinecrest Academy is to empower lifelong learners with knowledge and values required for productive global leadership.

2. School Environment

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

The faculty and staff members at Pinecrest Academy North are dedicated to helping parents and guardians educate their children. Teachers build relationships with students by creating a safe, stimulating, and nurturing classroom environment, which encourages participation, creativity, and enthusiasm for learning. As the administrative team seeks to make character education and quality performance a high priority among students and staff, teachers prepare students to be productive and responsible participants in society at large. The students at Pinecrest Academy North are encouraged to be proud of their diverse backgrounds and teachers incorporate this diversity in lessons in order to make learning more meaningful to students. Every year, a multi-cultural parade takes place during Hispanic Heritage month in order to embrace the school's diverse population. The school celebrates its students' racial, ethnic, linguistic, and cultural diversity. Teachers use these differences to make their lessons stimulating and incorporate these facets of the school culture in their daily instruction. The teachers at Pinecrest Academy North are dedicated to providing high quality education, maximizing student achievement, and building future leaders by building meaningful relationships with their students. They strive for students to realize their maximum social potential while mastering state academic standards.

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

In order to create a safe learning environment for all students, the faculty and staff at Pinecrest Academy North places great emphasis on assessing and enhancing social and emotional conditions for learning. Various security precautions are taken so that students feel both physically and emotionally safe from harm. Before school, there are faculty members present at every entrance of the school. Faculty members escort students from their cars to the main entrance of the building and safety patrols are entrusted with the responsibility of walking younger students to class. Students who arrive before 8:15 a.m. wait for the school day to begin in a designated area that is monitored by a classroom teacher. Throughout the day, a full-time security guard keeps the premises safe and teachers keep their doors locked in order to ensure student safety. Students are made aware of safety and emergency protocols on the first day of school so that they may feel comfortable with the school safety procedures. During dismissal, faculty members are present at every entrance of the building and teachers escort students to their cars as their parents arrive. Drivers are instructed to be extremely cautious of students getting in and out of cars during arrival and dismissal. In order to

ensure student safety, parents MUST remain in their cars during this time. Parents are provided with decals that include their child's name and homeroom teacher. Once they enter the pick-up line, a staff member informs the teacher and the student is sent to the waiting area. The student is then escorted by another staff member to their car. Students may not cross in front of cars to get in or out of their vehicle. Students at Pinecrest North feel safe and respected at school as they are equipped with the social and emotional skills to deal with their behaviors and actions in a nonviolent, mature, and reasonable way. Teachers help students address any social issues they may have and a school counselor is always readily available to assist whenever necessary.

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

Pinecrest Academy North follows the Miami Dade County Public Schools Code of Conduct. In addition, the School has its own discipline procedures in place.

Students who violate Pinecrest Academy North's Code of conduct will receive the following consequences:

Classroom Consequences:

1st Consequence – VERBAL WARNING

2nd Consequence – TIME OUT/LOSS OF PRIVILEGES/DETENTION

3rd Consequence – PARENT CONTACT/NOTE SENT HOME

Administrative Consequences:

1. After school detention

2. In-School Suspension*

3. Outdoor Suspension*

SEVERE CLAUSE:

Fighting, profanity, disrespect, and disruptive behavior will result in an immediate outdoor suspension from the school. The administration reserves the right to issue a disciplinary action based on the severity of the violation.

*must be accompanied by a referral

Behavior not tolerated at Pinecrest Academy North:

- FIGHTING
- USING A WEAPON OF ANY KIND
- LANGUAGE THAT THREATENS AND IS OFFENSIVE OR INSULTING
- SUBSTANCES HARMFUL TO OUR HEALTH
- CUTTING CLASS OR SKIPPING SCHOOL
- DAMAGING OR DESTROYING PROPERTY
- DEFIANT BEHAVIOR
- STEALING

Pinecrest Academy North's referral process is a system of warnings and parent notifications of a student's violation of the Parent/Student contract. Referrals may be issued for various reasons ranging from that of disciplinary actions, uniform violations, and excessive absences and tardies.

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

Pinecrest Academy North ensures that the social-emotional needs of our students are met by providing counseling services. The school's counselor addresses individual needs of students by meeting with them and helping them develop a positive self-concept and a high level of confidence when referring to academics. The counselor has a comprehensive program that provides education, prevention, and intervention services to the students, which they can integrate into their daily lives. Ultimately, the school counselor's goal is to promote academic achievement throughout the student body by empowering the students and teaching them the necessary skills and attitudes required to be successful.

3. Early Warning Systems

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

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

Pinecrest North utilizes the district's early warning system in order to identify students who are "at risk" in the following categories:

Attendance below 90 percent, regardless of whether absence is excused or unexcused.

Course failure in English Language Arts (ELA) or Mathematics.

A level 1 score on the statewide, standardized assessments in ELA or Math.

Pinecrest Academy North has a discipline plan in place in for suspensions and is enacted when necessary.

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 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA or Math | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on statewide assessment | 1 | 0 | 2 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

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 | 2 | 0 | 2 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

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

Students in grades 3-5 with a Level 1 or 2 on the statewide assessment or who are failing a core subject will be pulled from class to receive an additional 30 minutes of Reading intervention using the McGraw-Hill Wonder Works research-based program. Based on the Florida Assessment for Instruction in Reading (FAIR), students in grades K-2 with a Probability of Literacy Success (PLS)

below 30% will be pulled from class to receive an additional 30 minutes of Reading intervention using the McGraw-Hill Wonder Works research-based program.

Teachers log and track student attendance daily. For every five times that a student is tardy, they receive an excessive tardy warning notice. For every 10 tardies, a referral is written. Parents and students are notified often of their attendance. Teachers meet with the registrar quarterly to monitor attendance as well.

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

In an effort to facilitate parent involvement and thereby enhance student achievement, parents, teachers, and administrators work collaboratively to build relationships that promote student learning. Pinecrest Academy North has a supportive and active parent organization, Parents As Liaisons (PALs). PALs is an entity whose ultimate goal is to support the students, families, teachers, and staff by listening to the needs and wants of our school participants. The mission of the Parents As Liaisons organization at Pinecrest Academy North is to promote and encourage communication among parents, teachers, administration, and the community. The PALs committee works directly with the administrative team as well as teachers to help organize activities and help the members of the educational community learn about the needs of students' and parents alike. PALs also sponsor and organize school events, which deepen our community spirit and enhance our children's educational experience. At Pinecrest Academy North, teachers are highly encouraged to maintain a good rapport with parents and work hand in hand with members of the educational community. Teachers create electronic distribution lists in order to correspond with parents as needed. They send e-mails to make parents aware of important class and school-wide events as well as to keep parents informed about their child's academic progress. Parents are encouraged to send electronic correspondence if they ever have any questions or concerns and teachers are to answer e-mails within 24 business hours. This partnership between the administration, teachers, and parents helps promote a positive relationship with families that facilitates student learning. Parents at Pinecrest Academy North also show their commitment by completing 30 hours of volunteer services. Parental/Guardian involvement is a critical component of a student's educational success. Pinecrest Academy North prides itself on the success of the students and therefore requires that parents/guardians become active stakeholders in their child's future. Additionally, parents are kept abreast of important dates and events through the school website and Facebook page. They are encouraged to check these resources periodically to obtain the latest information about the school.

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

Pinecrest Academy North has established numerous relationships with neighboring businesses to help create a more enriching environment for the students. Some of the partnerships formed include relationships with Home Depot, Pennies for Patients, Miami Dade County Police Department, and Miami Dade County Parks and Recreation. Home Depot partnered with Pinecrest Academy North to build a butterfly garden for the students. Home Depot provided the materials and labor while encouraging the students to take part in the creation of the garden. In addition, Pinecrest Academy North hosts an annual Penny War, where the students donate money to Pennies for Patients, while competing for a pizza party. All the proceeds benefit Leukemia patients and go towards research to cure the disease. The Miami-Dade Police Department also visits our school yearly and provides demonstrations to the students involving the importance of safety and healthy choices. The police department brings equipment to use as a display, as well as resources the students can take with them to continue exploring. Furthermore, Pinecrest Academy North has established a relationship with Miami-Dade Parks which allow the students to take part in beach clean-ups. Our students, parents, and teachers help in the renovation of public beaches by collecting any trash or wasteful material on the sand or in the parks. By contributing with our local community, our students not only realize the importance of being an active community member, but truly appreciate the careers and businesses that surround our school, since they are taking an active role in making a difference.

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 |
|--------------------|---------------------|
| Larrauri, Victoria | Principal |
| Alcalde, Christina | Assistant Principal |
| Sardina, Janet | Instructional Coach |
| Marrero, Ailin | Instructional Coach |
| Vasquez, Illeana | Teacher, ESE |
| Rodriguez, Lydia | 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 – Victoria Larrauri - Responsible for analyzing student data, scheduling and facilitating regular Rtl meetings, ensuring attendance of team members, ensuring follow-up of action steps, and allocate resources.

Assistant Principal - Christina Mederos - Responsible for collecting student data, develop interventions matched to students' needs, monitoring student progress, SIP planning, and MTSS problem solving.

Instructional Support - Gretel Alvarez- Responsible for coordinating, training, and collecting data for RTI and the intervention program.

Curriculum Specialist- Ailin Marrero - attends all district coaches meetings and shares all pertinent information gathered at these meetings with all teachers and mentors new teachers.

SPED Coordinator – Alexandra Arguello - Responsible for evaluating data on student progress to determine the need for special education support, SIP planning, and MTSS problem solving.

Counselor – Lydia Rodriguez - Responsible for evaluating student progress, SIP planning, and MTSS problem solving.

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 Multi-tiered System of Support Team (MTSS) holds Response to Intervention (RtI) meetings twice a quarter. after progress reports and report cards. The MTSS team consists of the Principal, Assistant Principal, SPED Coordinator, Guidance Counselor, and the Instructional Support Coach. All student data that is gathered is kept in a RtI binder. Agendas for each meeting, as well as meeting logs for each targeted (Tier II) student, are also kept in the binder. All student data including grades, SuccessMaker reports, STAR reports, Wonderworks assessment reports, i-Ready progress monitoring reports, district interim reports, and any other available data is reviewed and discussed for each student. Struggling students are identified and targeted as Tier II students.

The team uses the Tier I Problem Solving process to set Tier I goals, monitor academic and behavior data, and evaluate progress by addressing the curriculum, assessment, and enrichment opportunities. The team gathers and analyzes data at all Tiers to also determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. For targeted students, the team gathers ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each benchmark assessment.

The leadership team maintains communication with staff for input and feedback, as well as updating them on any important procedures and progress. The team also supports a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. The data gathered provides clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery. At these administrative RtI meetings, the team also assists with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Victoria Larrauri | Principal |
| Gretel Alvarez | Teacher |
| Cindy Guerra | Teacher |
| Leydis Aborlleile | Parent |
| Marta Alvarez | Education Support Employee |
| Maria Home | Student |
| Migdalia Martin | Business/Community |
| Maribel Diaz | Education Support Employee |
| Lucienne Casado | Parent |
| Yvonne Franqui | Parent |
| Anayre Martinez | Student |
| Josue Graveran | Student |
| Tesi Sanz | Teacher |
| Julie Santamarina | Parent |
| Michelle Albornoz | Parent |
| Jennifer Lopez | Teacher |

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

All members of the EESAC participate in the evaluation of the previous school year's School Improvement Plan (SIP). During the May 7, 2015 EESAC meeting, a copy of the SIP was provided to all members for the purpose of evaluating and providing comments in preparation for next school year's SIP.

b. Development of this school improvement plan

The EESAC is the sole body responsible for final decision making relating to school improvement and accountability. At the beginning of the 2015-2016 school year, the SIP writing team attended the technical assistance training. During the final EESAC meeting in May, the report from the Leadership Team on school improvement plan implementation of goal area strategies was reviewed.

During the October 1, 2015 EESAC meeting, a copy of the SIP draft was provided to all members and the goals, budget, and the process for Rtl monitoring was discussed and reviewed. All members approved the final school improvement plan at this meeting. Throughout the school year, the EESAC committee reviews student data and discusses the implementation goal area strategies and assures that the goals are aligned and met.

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

The EESAC committee advises the principal in the development of the school's budget. The EESAC receives budget training from the principal every year at the October meeting. The principal explains yearly budget procedures and processes to the EESAC at the October meeting. At the October meeting, the committee votes on EESAC expenditures as well. Copies of the school's entire budget is provided to all members and discussed. A portion of the school's budget is an allocation of \$5.00 for

every FTE student in the school, made directly to the EESAC. At the October 1, 2015 meeting, the EESAC voted and approved that the EESAC funds for the 2015-2016 school year would be applied to offer free tutoring to our struggling students after-school. The committee reviews and discusses the EESAC money and collaboratively decides and votes on how the money will best be spent in order to meet School Improvement Plan goals and objectives.

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

School Improvement Funds for the 2015-2016 school year will be used to offer free tutoring to our struggling students especially those students in the lowest 25% category. Approximately \$2,500 will be used towards offering free after-school tutoring to struggling students.

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 |
|--------------------|------------------------|
| Larrauri, Victoria | Principal |
| Alcalde, Christina | Assistant Principal |
| Sardina, Janet | Administrative Support |
| Marrero, Ailin | Instructional Coach |

b. Duties

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

The Literacy Leadership Team will continuously gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. The team will utilize data to analyze the effectiveness of instruction and provide resources to meet the student's instructional and intervention needs. The LLT will ensure implementation of the Comprehensive Core Reading Program and that research-based strategies are being utilized to maximize achievement of the LAFS for all students. Subsequently, the LLT will plan RtI groups and ensure interventions are taking place with fidelity. Through grade level meetings, the Literacy Leadership Team will have the opportunity to create and share activities designed to promote literacy and reflect on practice to improve instruction. In order to promote literacy school-wide, the LLT will also celebrate Read Across America Day, Drop Everything and Read Day, and Children's Book Week.

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.

1. Administration models of positive and supportive communication skills.
2. Team building activities are planned for Professional Development days.
3. Grade level teachers work together during several school-related activities throughout the year.
4. Weekly grade level meetings ensure collaborative planning and sharing of best practices.

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

1. Advertisements in both local newspaper and the web.
2. Interviews are conducted at the school. Applicants must bring copies of certification, transcripts, and letters of recommendation.
3. The school retains highly qualified teachers by giving teacher incentives such as yearly bonuses and various recognitions throughout the school year.
4. Professional development is held throughout the year either through the district, the state, or in house presenters that the school obtains.

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

Mrs. Ailin Marrero, Curriculum Specialist, mentors new teachers throughout the entire school year. She meets with the new teachers twice a month in order to address any concerns, issues, or needs.

The planned mentoring activities are as follows:

Bi-monthly meetings
Professional Development
Informal Walk Throughs
Classroom Observations

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.

Pinecrest Academy North's curriculum is aligned to that of the State. Intervention programs, such as WonderWorks, are provided as a remedial form of instruction to ensure students are being exposed to the required content. Students in grades 3rd - 5th participate in the i-Ready program for both Reading and Math. This web-based reinforcement program is aligned to the Florida Standards and provides practice opportunities for the new state standardized assessment.

Teachers within grades teach with common materials, as well as administer the same assessments that are aligned to Florida's standards. In addition, professional developments are offered to the staff to address the State's standards and provide resources to incorporate in the classrooms that reinforce the benchmarks. In order to align the curriculum with the various resources utilized by the school, teachers use CPalms, Reflex Math, i-Ready, I Tools, Mega Math, PowerMyLearning, NBC Learning, ThinkCentral, and ConnectEd as extra instructional resources.

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 Academy North uses several sources of data, such as FAIR, District Interim Assessments, FCAT 2.0, SAT, i-Ready Reports, STAR reports, and classroom assessments to place students in intervention groups. The data is used to differentiate instruction and individualize content for every student based on their achievement level. Students that are having difficulties attaining proficiency, participate in the WonderWorks program for an additional 30 minutes a day. Classroom teachers also alter their content for their students by providing them with a lesson that is either on-grade level or above-grade level to fit the individual need of every student. In addition, all teachers assign students to smaller groups, which are based on achievement levels and receive instruction that is appropriate for their academic abilities.

Twice a quarter, the MTSS and administrative team meets with teachers to have data chats and discuss students' progress. All pertinent student data is gathered before each meeting and reviewed and necessary adjustments are made to instruction if needed.

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

Strategy: After School Program

Minutes added to school year: 2,460

Pinecrest Academy North offers an after-school tutoring program twice a week from September through March. Pinecrest Academy North teachers provide tutoring on Tuesdays and Thursdays, for one hour each day, supporting reading and math benchmarks.

Strategy Rationale

After-school tutoring reinforces the standards taught throughout the school days to ensure the students master the content.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alcalde, Christina, calcalde@dadeschools.net

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

A pretest is given at the beginning of the tutoring program and the same post test is given on the last day of the tutoring program. The tests are graded and compared to show growth and improvement.

Strategy: Weekend Program

Minutes added to school year: 1,800

Pinecrest Academy North also offers 9 sessions of Saturday tutoring during the months of January, February, and March for three hours each Saturday. These tutoring sessions are also provided by Pinecrest Academy North teachers. The program focuses on crunch time materials for testing, reinforces skills in reading, math, writing, and science, and further prepares students in grades 3-5 for the FSA.

Strategy Rationale

Saturday tutoring reinforces the standards taught throughout the school days to ensure the students master the content.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alcalde, Christina, calcalde@dadeschools.net

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

A pretest is given at the beginning of the tutoring program and the same post test is given on the last day of the tutoring program. The tests are graded and compared to show growth and improvement.

Strategy: Before School Program

Minutes added to school year: 2,025

During the months of February and March, students participate in Science tutoring before school from 7:30 - 8:15 a.m. The tutoring program is planned using student data gathered from Winter Interim Assessment in Science.

Strategy Rationale

Science tutoring before school helps students to review and master the science concepts and standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Marrero, Ailin, amarrero@pinecrestacademynorth.com

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

Winter Interim Results are compared with 2015 FCAT 2.0 Science Results in order to determine the effectiveness of before school Science tutoring.

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.

During the summer, incoming kindergarten students are given a kindergarten readiness assessment that measures their readiness for school.

An orientation meeting is held for incoming kindergarten parents prior to the first day of school. At this orientation, a detailed presentation of information is prepared for the parents and they are also personally invited to be a part of the Parents as Liaisons (PALS) committee. An outline of upcoming school events is also presented to the parents at this meeting.

Students apply to the school and are selected using a random lottery process. Once selected in the lottery, a registration packet is completed and returned to the school.

Pinecrest Academy North is now a K-8 Center and has one 7th grade classroom for the 2015-2016 school year. Pinecrest North will have a graduating 8th grade class next school year, 2016-2017.

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. 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.** If core instruction is increased in all content areas at Pinecrest Academy North, then student achievement will improve.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas at Pinecrest Academy North, then student achievement will improve. 1a

G088251

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | 82.0 |
| AMO Math - All Students | |
| FCAT 2.0 Science Proficiency | 87.0 |
| ELA/Reading Gains | 69.0 |
| Math Gains | 77.0 |
| Math Lowest 25% Gains | 81.0 |
| ELA/Reading Lowest 25% Gains | 66.0 |
| FSA Mathematics Achievement | 93.0 |
| FSA ELA Achievement | 84.0 |

Targeted Barriers to Achieving the Goal 3

- In the past, each subject has been taught in isolation. Students are not in the habit of incorporating math, science, and social studies into the subjects of Reading and Writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Plus
- Wonderworks
- ThinkCentral
- Gizmos
- AIMS
- Accelerated Reader
- I-Ready Diagnostic and Instruction
- After School Tutoring
- Sciencosaur
- Reflex Math
- Project Lead The Way
- Myon Reader

Plan to Monitor Progress Toward G1. 8

Administration will conduct walk-throughs and formal observations during all core subject areas. Student work folders and interactive notebooks will be checked for cross curricular writing among student work samples. Student data pertinent to writing will be gathered, reviewed, and discussed. Based on the data, adjustments to teaching will be implemented when needed.

Person Responsible

Victoria Larrauri

Schedule

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

Evidence of Completion

Student work samples, lesson plans, district writing assessments, interactive notebooks, and the results of the 2017 FSA ELA writing component.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas at Pinecrest Academy North, then student achievement will improve. **1**

 G088251

G1.B1 In the past, each subject has been taught in isolation. Students are not in the habit of incorporating math, science, and social studies into the subjects of Reading and Writing. **2**

 B234658

G1.B1.S1 Students will have opportunities to incorporate STEM activities into all subject areas. **4**

 S247381

Strategy Rationale

Students display a need for remediation due to the learning gap caused by the change in state standards, therefore cross-curricular instructional strategies will support student achievement.

Action Step 1 **5**

STEM activities will be implemented cross-curricular.

Person Responsible

Victoria Larrauri

Schedule

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

Evidence of Completion

Student work samples, interactive notebooks, and teacher lesson plans

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

Administration will conduct walk-throughs and formal observations during all core subject areas throughout the school year.

Person Responsible

Victoria Larrauri

Schedule

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

Evidence of Completion

Teacher lesson plans, student work samples, interactive notebooks, and district writing assessments.

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

Student work folders will be checked for cross curricular STEM activities among student work samples through both informal and formal observations.

Person Responsible

Christina Alcalde





Schedule

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

Evidence of Completion

Teacher lesson plans, student work samples, interactive notebooks, and district writing assessments.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|--------------------|-------------------------------|---|---------------------------|
| 2017 | | | | | |
| G1.MA1  M335292 | Administration will conduct walk-throughs and formal observations during all core subject areas.... | Larrauri, Victoria | 8/22/2016 | Student work samples, lesson plans, district writing assessments, interactive notebooks, and the results of the 2017 FSA ELA writing component. | 6/8/2017 every-6-weeks |
| G1.B1.S1.MA1  M335290 | Student work folders will be checked for cross curricular STEM activities among student work... | Alcalde, Christina | 8/22/2016 | Teacher lesson plans, student work samples, interactive notebooks, and district writing assessments. | 6/8/2017 every-6-weeks |
| G1.B1.S1.MA1  M335291 | Administration will conduct walk-throughs and formal observations during all core subject areas... | Larrauri, Victoria | 8/22/2016 | Teacher lesson plans, student work samples, interactive notebooks, and district writing assessments. | 6/8/2017 weekly |
| G1.B1.S1.A1  A322210 | STEM activities will be implemented cross-curricular. | Larrauri, Victoria | 8/22/2016 | Student work samples, interactive notebooks, and teacher lesson plans | 6/8/2017 daily |

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas at Pinecrest Academy North, then student achievement will improve.

G1.B1 In the past, each subject has been taught in isolation. Students are not in the habit of incorporating math, science, and social studies into the subjects of Reading and Writing.

G1.B1.S1 Students will have opportunities to incorporate STEM activities into all subject areas.

PD Opportunity 1

STEM activities will be implemented cross-curricular.

Facilitator

Christina Alcalde

Participants

All K-8th grade teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|--|----------------|-----|-------------|
| 1 | G1.B1.S1.A1 | STEM activities will be implemented cross-curricular. | | | | \$73,600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 5048 - Pinecrest Academy (North Campus) | | | \$4,500.00 |
| | | | Notes: Accelerated Reader purchased | | | |
| | | | 5048 - Pinecrest Academy (North Campus) | | | \$50,000.00 |
| | | | Notes: Project Lead The Way (PLTW) purchased (which includes: materials, modules, trainings for teachers, wiring for the school, additional desktops, and tablets) | | | |
| | | | 5048 - Pinecrest Academy (North Campus) | General Fund | | \$3,200.00 |
| | | | Notes: Reading Wonderworks purchased | | | |
| | | | 5048 - Pinecrest Academy (North Campus) | General Fund | | \$15,900.00 |
| | | | Notes: I-Ready purchased | | | |
| Total: | | | | | | \$73,600.00 |