Pinecrest Elementary School

2017-18 Schoolwide Improvement Plan

Pinecrest Elementary School

10250 SW 57TH AVE, Miami, FL 33156

http://pinecrestelementary.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	19%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Pinecrest Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pinecrest Elementary School is dedicated to nurturing each student's growth and pursuit of excellence in our dynamic, multicultural and technological world. The Pinecrest family believes in the unlimited ability of all students to become responsible and contributing citizens.

Together we will provide a secure and positive environment to stimulate intellectual development, enhance personal qualities and foster respect for individual differences. As part of our mission to develop the whole child, we are equally dedicated to encouraging creative endeavors, guiding students towards personal and emotional fulfillment, and providing health awareness for lifetime fitness. To this end, Pinecrest Elementary School seeks and welcomes the participation of all our community who share in this commitment. In addition, the following core values are shared as a school system:

CORE VALUES
Honesty, Integrity, and Respect
We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

Fairness and Kindness
We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

Citizenship, Cooperation, and Responsibility
Ours is a culturally diverse school community which is a reflection of the community we live in. At Pinecrest Elementary we honor and foster these cultural differences which enrich and make our students' lives unique. We work collaboratively to ensure educational success for all our students as well as promoting democratic principles.

Excellence
We pursue the highest standards in all we do.

b. Provide the school's vision statement.

Pinecrest Elementary is dedicated to developing life-long learners who can cooperatively and successfully compete in a highly competitive technological world.

2. School Environment

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

Respect for individuality and differences is promoted at Pinecrest Elementary School. Teachers and students build a positive relationship based on trust and respect of all backgrounds and cultures. Through one of the core programs of our school, Global Technology studies, students learn of all countries and cultures around the world. Students use technology to bridge gaps through project-based learning. The Global Technology program encourages students to exercise leadership and interact as global citizens in their learning. Flags representing the country of origin of all students

attending Pinecrest Elementary will be displayed in the corridor leading to the 800 building to recognize and celebrate diversity. Also, students who are new to the English language are selected for after school tutoring through the Bridge to English program. The Bridge to English program is a volunteer program where bilingual students of the high school are paired with elementary students who only speak their native language. The administration and teachers of Pinecrest Elementary are committed to supporting the individual needs of all students.

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

The Anti-Defamation League (ADL) has designated Pinecrest Elementary as a "No Place for Hate School" providing quality programs using mediators, conflict resolution training and activities that foster kindness. In order to celebrate valuable character traits in our students, each homeroom teacher selects a "Parrot Club" winner who demonstrates a monthly character quality. These include: honesty, loyalty, respect, integrity and responsibility. Students are showcased on morning announcements, classrooms, on one of the school's display boards, and the parent digital newsletter, Parrot Talk.

Our school safety committee is made up of administrators, parents, teachers and students who collaborate to ensure the safety of all students before, during and after school. Parents volunteer at arrival and dismissal in the car pool lanes. School safety patrols monitor the hallways before and after school. Administrators and teachers remain visible to promote security at all times.

Pinecrest Elementary offers a wide variety of extracurricular activities and programs while providing a safe and positive environment for students to go before and after school. These additional programs and offerings include:
ABC Soup
Advanced Strings/Orchestra (Pinecrest Sprouts)
After School Tutoring
Art/Drawing Club
Before School Tutoring
Beginning Strings/Orchestra
Bridge to English
Chorus Club
Dance Club
Drain Your Brain
Etiquette Club
French Club
Geography Club
Girl Talk
Photography Club
Reader's Theater
Spirit Club
Student Council
VEX IQ Robotics

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.

Teachers maintain a Classroom Discipline Plan which follows the Schoolwide Discipline Plan developed to ensure the Miami-Dade County Public Schools Code of Student Conduct is maintained. Parent Communication Logs are utilized to keep track of parent/teacher/administrative conferences or

written/telephone/electronic communications between family and school. The guidance counselor provides counseling and mediation for students, and communication strategies and methods to promote a proactive approach to discipline. An Alternative to Suspension Plan was created as a means of keeping students in school to increase instructional time with students while enforcing the Miami Dade County Public Schools Code of Student Conduct. School Support Team (SST) meetings are held to provide strategies for parents and teachers who need further assistance and additional layers of support through the tier process of Response to Intervention (RtI). Various incentives are provided to students in individual classes ranging from treasure boxes to "Lunch with Teachers." Positive cafeteria behavior incentives include eating in the "Stromboli Cafe" outside and movie Fridays.

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 Elementary participates in the No Place For Hate Program through a partnership with the Anti-Defamation League (ADL) that provides educators and students with the resources to ensure that anti-bias and diversity education is included within the school curriculum. Several activities take place throughout the school year to support this initiative. In addition, Pinecrest Elementary participates in the Heiken Children's Vision Program in collaboration with the Miami Lighthouse and Division of Student Services Comprehensive Health Program. All District required programs are implemented with fidelity, including but not limited to Safe and Drug-Free Schools Violence Prevention through Drug Addiction Resistance Education (D.A.R.E.) and Red-Ribbon Week; and, Bullying and Violence Prevention curriculum is implemented and various activities take place throughout the year through the school's counselor; the Homeless Title X Program is followed when a student is determined to be homeless; the school follows the District's Nutrition Program by offering healthy options for lunch/snack. The faculty and staff have implemented programs to meet all students' physical social, and emotional needs. Programs such as Parrot Club (character education) and girl's club are utilized to effectively promote the social-emotional needs of the students. The school's counselor selects, trains and organizes Peer Mediation. Students mediate problems between other students and develop solutions with the help and support of adult educators. The Listener's/ Oyentes program is actively present in the school. Parent volunteers are trained in the beginning of the year and are assigned different students in need of support.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

A School Attendance Plan is implemented and monitored by administrators and teachers. Students who have three unexcused absences receive a truancy warning letter. After five unexcused absences, a Student Case Management Form (SCM) is developed to refer the School Social Worker to conduct a home visit. Students who are identified as truant will need to go through the Attendance Review Committee (ARC) in order to clarify any attendance matters and make up missed assignments. An Alternative to Suspension Plan is implemented to ensure students remain in school while following the Miami-Dade County Public Schools Code of Student Conduct.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	2	3	3	8	9	13	0	0	0	0	0	0	0	38

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	2	5	12	7	0	0	0	0	0	0	0	28

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

As per State Statute for intervention 6A-6.054 and Senate Bill 1076, all FSA ELA Level 1 or 2 students and students scoring below the 40th percentile on the SAT-10 (Grades K-2), receive intervention in addition to the 90 minute reading block. Intervention in Reading or Mathematics is provided by the students' teacher in lieu of Spanish. Students who are at risk for maintaining learning gains were identified for the before/after school tutoring program. English Language Learners (ELLs) receive free tutoring after school through a partnership with the neighboring high school, Palmetto Senior High School, via the Bridge to English program. ELL levels 1 and 2 students with two years or less in ESOL receive Home Language Arts services. LEP Committe meetings are held in order to ensure consistent progress monitoring. The RtI process is implemented with fidelity to ensure all layers of support are implemented through the Tier process. SSTs are held to monitor the progress of those students at the Tier II and Tier III level. The school counselor meets every other week with the students exhibiting two or more early warning indicators to provide support and guidance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Pinecrest Elementary School has received the Golden School Award for 24 years for the large percent of parent volunteers at the school. As such, Pinecrest Elementary School has won the state's prestigious Five Star Award for parent and community involvement for the second consecutive year. Our Parent Teacher Association (PTA) consists of over 500 family memberships, including 100% faculty participation. We have several subcommittees in the PTA that support the vision/mission of the school, such as the Green Committee, the Wellness Committee, and over 20 others. Our school's

website, mobile phone application, and social media sites serve as the hubs for communication and information of all upcoming events and activities. The Parent E-Newletter, Parrot Talk, and Connect ED also serve as tools for disseminating information to parents. Teachers also maintain positive relationships with all parents and a room parent is assigned to each teacher for efficiency in communicating classroom-specific events.

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.

The school schedules EESAC meetings, parent workshops, student activities, Open House, and PTA general meetings to create a home-to-school connection. Parents are encouraged to attend Town Hall Meetings, Coffee and Conversation, and other District-wide meetings. Through these meetings, parents are presented with strategies, resources and information that will allow them to assist their children with their academic progress.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Zaldua, Lynn	Principal
Gomez, Lisa	Teacher, K-12
Abislaiman, Sabrina	Teacher, K-12
Gonzalez, Veneshia	Teacher, K-12
Schlesinger, Ronnie	Teacher, K-12
Cruz, Yamberli	Assistant Principal
Mayo, Maria	Assistant Principal
Gutierrez, Michelle	Teacher, K-12
Torres, Joania	Teacher, K-12
Garcia, Charlinne	Teacher, ESE
Maestas, Alyssa	Teacher, K-12
Bobadilla, Vanessa	Teacher, K-12
Garcia, Michelle	Teacher, K-12
Alvarez, Lissette	SAC Member
Vega, Teresa	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.

Administration (Lynn Zaldua, Principal; Maria Mayo, Assistant Principal; Yamberli Cruz, Assistant Principal)
Ensure the vision and mission are aligned with school and district initiatives, set purpose for the use of data to make decisions regarding RtI, inform stakeholders of current RtI implementation plans and

of documents supporting progress toward goals, monitor the fidelity of interventions implemented by the school-based team, and provide on-going staff development based on data trends compiled from student performance indicators.

Educational Excellence School Advisory Council (EESAC) Chairperson (Lissette Alvarez)
Communicates school improvement needs to all stakeholders through the presentation of data during scheduled EESAC meetings. Assists in the development of the School Improvement Plan (SIP) and communicate goals, barriers and strategies to all members and use the Continuous Improvement Model (CIM) to ensure attainment of goals.

Professional Development Liaison (Michelle Garcia)
Assists the administrative team in developing a professional development plan that addresses teacher needs through data collected from a feedback survey and State/District assessment data. Coordinates with staff professional development courses on the PD site to ensure proper credit. Keeps records and logs of all professional development attendance.

Language Arts and Reading Department Chairpersons (Veneshia Gonzalez)
Assists in data collection, provides professional development related to Reading and Language Arts strategies, keeps the administration and staff abreast of any new effective Reading strategies and/or requirements disseminated from the state and/or district, and assist with the design and implementation for progress monitoring of students considered "at risk".

Mathematics and Science Chairperson (Sabrina Abislaiman)
Provides professional development related to Mathematics and Science strategies, and keeps the administration and staff abreast of any new effective Mathematics and Science strategies and/or requirements disseminated from the state and/or district.

Technology Chairperson (Lisa Gomez)
As Gradebook Manager, she works with the registrar to ensure all students are sectioned accurately. Assists teachers in ensuring technology is operational and provides support in the use of different technological resources within the school.

School Guidance Counselor, Community Liaison and Gifted Liaison (Teresa Vega)
Coordinates SST meetings for students going through the process of obtaining gifted eligibility. Provides counseling to all students, ensuring all social/emotional needs are met. Coordinates Dade Partners to provide students with additional resources.

Grade Level Liaison (Ronnie Schlesinger, Veneshia Gonzalez, Sabrina Abislaiman)
Grade-level liaisons share information with grade-level teams concerning student performance data compiled from their respective grade levels, report on core curriculum practices and the efficiency of interventions.

English Language Learner Liaison (Yamberli Cruz)
Participates in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Participate in Limited English Proficiency (LEP) Committee Meetings and maintain proper documentation for LEP records.

Special Education Teachers (Veneshia Gonzalez)
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Student Services Personnel (Teresa Vega, Lisa Gomez, Stephen Gair, and Kaylarin Marcus)

Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, link child serving and community agencies to the school and families in order to support the child's academic, emotional, behavioral, and social success.

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.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to follow the four step 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. The team will use data from standardized testing, i-Ready, IXL, attendance rates, climate surveys and STAR to increase academic proficiency and decrease excessive absences and tardiness.

Tier 1

The MTSS Leadership Team will meet a minimum of ten times each year to set Tier 1 goals by using the Tier 1 problem-solving process. The team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives (AMO's).

Tier 2

The MTSS Leadership Team will:

1. Identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based supplemental intervention strategies.

2. Provide ongoing progress monitoring of students identified as "at risk" by the school support team.

3. Provide guidance on following the District Pacing Guides; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 2 intervention plans.

4. Identify students that need Tier 3 interventions.

Tier 3

The MTSS Leadership will:

1. Assist in developing behavioral and academic enrichment plans that are will provide individual student interventions which will increase student's rate of progress.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth, as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lissette Alvarez	Teacher
Regina Simpson	Teacher
Gloria Diaz	Teacher
Juan Pinzon	Education Support Employee
Zayli Rodriguez	Parent
Christine Reynolds	Parent
Rachel St. Fort	Teacher
Donna Loshusan-Lemon	Teacher
Cristina Lundblad	Teacher
Jayson Koch	Business/Community
Lynn Zaldua	Principal
Elyssa Lewis	Parent
Michelle Garcia	Teacher
Macarena Jones	Parent
John Ortega	Business/Community
Cristy Jurado	Business/Community
Ana C. Camejo	Education Support Employee
Alessandra Falcon	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the 2016-2017 school year, the Educational Excellence School Advisory Council (EESAC) met to discuss and develop goals and strategies used to increase student achievement. Based on data obtained from the FSA, FCAT 2.0 Science Assessment, SAT-10 and i-Ready, goals were met and, in many cases, exceeded the expectations of all members. For example, i-Ready reading data demonstrates that at the beginning of the school year, 58% of students were performing on or above grade level in Reading. At the end of the school year, the same assessment shows 87% students were performing on or above grade level. At the end of the year, all stakeholders met to determine goals and strategies for the upcoming school year.

b. Development of this school improvement plan

The Leadership Team met throughout the year to analyze data and review strategies for implementation. The members of the team reach out to their respective colleagues to get input regarding the plan. Goals and strategies are presented to EESAC for further input from all stakeholders.

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

The administrative team presents the budget during EESAC meetings, PTA meetings and faculty/staff meetings. Recommendations and suggestions are made by all stakeholders.

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

2016-2017 EESAC funds were utilized to support technology enhancements and resources for the instructional program. A total of $4,928 was spent on technology and test preparation materials.

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
Zaldua, Lynn	Principal
Gomez, Lisa	Instructional Technology
Gonzalez, Veneshia	Teacher, K-12
Cruz, Yamberli	Assistant Principal
Mayo, Maria	Assistant Principal
Vega, Teresa	School Counselor
Bobadilla, Vanessa	Teacher, K-12
Garcia, Michelle	Teacher, K-12
Maestas, Alyssa	Teacher, K-12
Loshusan-Lemon, Donna	Teacher, ESE
Carricaburu, Jennifer	Teacher, PreK

b. Duties

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

The purpose of the Literacy Leadership Team (LLT) is to increase the capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Principal, mentor reading teachers, content area teachers, and other Principal appointees will serve on this team will meet at least once a month. In an effort to promote school-wide literacy across all content areas the LLT will become active participants in all Literacy Leadership Team meetings and activities. The Language Arts Department Chair will serve as a member of the LLT.

The Assistant Principals and Language Arts Department Chair will share their expertise in reading instruction, assessment, and observational data to assist the team in making instructional decisions. The Assistant Principals and Language Arts Department Chair will provide motivation and promote collaboration within the LLT. The LLT will ensure the fidelity of implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) and Common Core Practices and create a school wide focus on literacy by providing model classrooms, conferencing with teachers and administrators, and providing professional development. The LLT will consider student assessment data, observational data and the SIP when planning Professional Development. The LLT will monitor collection and utilization of assessment data and observational data.

Progress monitoring and interim data will be collected a minimum of 3 times per year. This data will be used to drive instruction, determine intervention and support needs of students by:
• Monitoring the teacher's use of data to drive instruction;
• Participating in Data Analysis Team meetings after i-Ready AP1 and AP2.
• Directing the Language Arts Department Chair to meet with grade/level departments to review their progress monitoring.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common time for planning exists in each grade level. In addition, specific department meetings have been designated to allow for vertical team planning. Additionally, special areas have been involved in the department meetings to assist with initiatives such as Science Technology Engineering and Math (STEAM) to incoporate the arts. Professional Learning Communities (PLC) are developed to further plan for instruction.

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

In an effort to recruit and retain highly qualified teachers, professional development will be offered in the areas of effectively implementing the Florida State Standards, Reading and Writing across all curricular subject areas, differentiated instruction, rigor and RtI. Department chairpersons will share new information to committee members about information obtained from the District's department meetings.

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

Ongoing support and mentorship by the Leadership Team and i3 Program mentor. -Lynn Zaldua, Yamberli Cruz and Maria Mayo)

Implement Lesson Studies so teachers can collaborate and reflect upon teaching and learning to augment student performance. - Lynn Zaldua, Yamberli Cruz and Maria Mayo

Implement Professional Learning Communities quarterly to allow for horizontal and vertical collaboration to implement Common Core Standards. - Lynn Zaldua, Yamberli Cruz and Maria Mayo

Implement grade level meetings to discuss the selection and implementation of exemplars text to enhance student learning and identify grade level liaisons for support with Wonderworks, and iReady - Yamberli Cruz and Maria Mayo

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.

Teachers use the District-mandated programs and curriculum throughout the year. Grade Level Expectations, Florida Standards and Pacing Guides are used and aligned to plan effectively.

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.

Teachers receive data binders at the onset of the new school year that contains the data for all students in their class. Students who were identified through the RtI process for monitoring are also included in this data binder. Diagnostic assessments are given at the beginning of the year, including i-Ready and STAR, to determine if any change has taken place over the summer to include in each student's profile. Students are identified by tiers, depending on each of their needs. For example, students in the lowest quartile, FSA ELA Level 1 or 2 students and students scoring below the 40th percentile on the SAT-10 (Grades K-2), are identified for intervention in addition to or in extension of the 90 minute reading block. Students who show inconsistency with their data are identified for additional assistance in Reading and/or Math through supplemental intervention programs such as i-Ready, IXL and/or Reflex Math.

Data is reviewed every six weeks or as assessments are conducted. At this time, it is determined if students are positively responding to the intervention. If they are, they will continue with the intervention. If not, the student is referred for the SST process to determine if other factors are impeding progress, and if further evaluation is needed at this time.

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: Before School Program

Minutes added to school year: 2,400

Students who need remediation for learning in Reading and Mathematics are enrolled a before school tutoring program. Tutoring sessions total two hours per week.

Strategy Rationale

Tutoring is offered to students who are on the Free/Reduced Lunch Roster who may not have the opportunity to hire an expensive private tutor to assist with homework or extra practice. Through this small group tutoring program, students can take advantage of this opportunity at a very small fee through the Palmetto Community Center.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Zaldua, Lynn, pr4421@dadeschools.net

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

Formative bi-weekly assessments are used to determine progress for students enrolled in the before school tutoring program. Furthermore, attainment of mastery of benchmarks should reflect an improvement on i-Ready Assessment Period (AP) scores.

Strategy: After School Program

Minutes added to school year: 24,000

Some of the courses offered include Lego Robotics, Science Explorations, Spanish, Computer Applications, and Chorus/Orchestra.

Strategy Rationale

Students need additional learning opportunities to show how information learned in the core program is applied to the real world. Through Lego Robotics, students apply Mathematics and Science skills to create robots in a utilizing their creativity and problem-solving skills. Students who are learning an additional language such as Spanish, Music or Computer Applications will be able to further practice interests in these languages through the extension of these programs after school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Zaldua, Lynn, pr4421@dadeschools.net

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

Students enrolled in enrichment clubs create a final product or project in the area of interest.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Our school hosts an Open House event for preschool students enrolled at Pinecrest Elementary and neighboring preschools, prior to the end of the previous school year. During this Open House, students are given the opportunity to meet and greet the Kindergarten teachers and see their future classrooms. Information about the school's Prep Start Program is communicated to the parents to best prepare their children in the summer.

Parents are offered guided tours throughout the year and are able to interact with administrators, media specialist, and the school's counselor to ensure all questions are left unanswered for a seamless transition.

One day prior to the school's opening, parents and students are invited to a "Cookie Orientation" where they meet the teacher and visit the classroom assigned to them. More specific information about curriculum and classroom procedures are shared at this meeting.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 teachers have more time and tools to work with data, then student achievement will increase.

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 teachers have more time and tools to work with data, then student achievement will increase. 1a

🔑 G097041

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	71.0
Math Lowest 25% Gains	70.0
FSAA Science Achievement	84.0

Targeted Barriers to Achieving the Goal 3

- Teachers spend too much time gathering data from multiple sources rather than utilizing the online tools to merge all data points to allow more time to plan for instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School leadership team, Power BI, Excel, Microsoft Office 365, iReady, G2D, E-Assessments, Think Central, professional developement sessions, professional development liaison, common grade-level planning, department meetings, and curriculum committees.

Plan to Monitor Progress Toward G1. 8

Data will be collected throughout the year via the shared Data Trackers. All teachers will be aware of the School Improvement Plan goals for reading, math, and science assessment scores and progress towards those goals will be monitored during the Data Chats. Administration will also monitor use of the Excel Data Trackers on Microsoft Office 365.

Person Responsible

Lynn Zaldua

Schedule

Monthly, from 10/2/2017 to 5/21/2018

Evidence of Completion

i-Ready assessments, Excel Data Tracker documents, G2D, Benchmark Assessments, Power BI, E-Assessment results, Microsoft Office 365 shared data documents

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 teachers have more time and tools to work with data, then student achievement will increase. `1`

🔑 G097041

G1.B1 Teachers spend too much time gathering data from multiple sources rather than utilizing the online tools to merge all data points to allow more time to plan for instruction. `2`

🔑 B261064

G1.B1.S1 To more efficiently analyze data, and thus improve student achievement, by providing teachers with ongoing, job-embedded professional development on the use of electronic data analysis tools and planning collaborative data-analysis opportunities. `4`

🔑 S276424

Strategy Rationale

The use of data helps to focus instructional planning and raise student achievement. Streamlining the data-analysis process through the use of available technology will allow for more efficient time management and effective instructional planning for teachers.

Action Step 1 `5`

Department Heads will be introduced to Microsoft Office 365 before the beginning of the school year to build technology capacity within the teaching staff. Administrators will support Department Heads in the use of Microsoft Office 365 as they develop their breakout sessions for the Opening of Schools Meeting.

Person Responsible

Lynn Zaldua

Schedule

Daily, from 8/7/2017 to 8/16/2017

Evidence of Completion

Opening of Schools presentations saved and shared on Microsoft Office 365

Action Step 2 5

Invite an Information Technology Specialist from the District to provide a the train-the-trainer session on Microsoft Office 365 and Microsoft Excel to the media specialist and a teacher-leader to build capacity within the school.

Person Responsible

Lynn Zaldua

Schedule

On 9/22/2017

Evidence of Completion

Document created on Microsoft Office 356 during the training session, meeting agenda, sign-in sheets

Action Step 3 5

During the first professional development day, provide all teachers with the opportunity to learn how to use Microsoft Office 365 and introduce ways in which it will be used for collaborative data analysis and instructional planning. The media specialist and teacher-leader trained by the Information Technology Specialist from the District will lead this professional development session.

Person Responsible

Lynn Zaldua

Schedule

On 10/2/2017

Evidence of Completion

Document created on Microsoft Office 356 during the training session, professional development session agenda, professional development session sign-in sheet

Action Step 4 `5`

Administration will meet with individual grade levels to demonstrate how data pulled from Power BI will be uploaded into an Excel document and shared on Microsoft Office 365. Administers will then walk-through the data analysis process using Excel and ensure teachers know how to sort, analyze, and utilize data for instructional planning. Each grade level will be using their respective students' most recent data for practice and analysis.

Person Responsible

Lynn Zaldua

Schedule

Weekly, from 10/23/2017 to 11/17/2017

Evidence of Completion

Grade level Excel and Office 365 "Abra-ca-Data" data analsyis session agendas; Grade level Excel and Office 365 "Abra-ca-Data" data analsyis session sign-in sheets

Action Step 5 `5`

During Data Chats, use Microsoft Office 365 to access Excel "Data Trackers" in each grade level to collaboratively monitor student progress and plan for instruction after each i-Ready Assessment Period (AP). These grade-level data chats will be held in conjunction with administrator(s).

Person Responsible

Lynn Zaldua

Schedule

Triannually, from 11/20/2017 to 5/21/2018

Evidence of Completion

Excel Data Trackers accessed via Microsoft Office 365; Data Chat meeting agendas; Data Chat meeting sign-in sheets

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

Administration will work closely with the professional development liaison during the Microsoft Office 365 training session development, teacher attendance will be monitored at all professional development sessions, administration will monitor the Microsoft Office 365 shared drive for usage by each grade level, teachers will access their data via Data Trackers in Microsoft Office 365 and Excel during all data chats.

Person Responsible

Lynn Zaldua

Schedule

Triannually, from 7/28/2017 to 6/7/2018

Evidence of Completion

Microsoft Office 365 shared drive, professional development agendas, professional development sign-in sheets, Data Trackers, "Abracadabra" data shared documents online, grade-level Data Chat agendas, grade-level Data Chat sign-in sheets, grade-level online shared documents

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

Student achievement growth should be apparent in the 'Data Tracker' via the shared excel documents accessed and used continuously by all teachers. Individual grade levels will be supported in the ongoing data analysis proces as they use Microsoft Office 365 and Excel during "Abraca-ca-Data" and recurring Data Chats.

Person Responsible

Lynn Zaldua

Schedule

Monthly, from 7/28/2017 to 6/7/2018

Evidence of Completion

iReady assessments, Excel Data Tracker documents, G2D, Benchmark Assessments, Power BI, E-Assessment results, Microsoft Office 365 shared data documents

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 🔑 A372382	Department Heads will be introduced to Microsoft Office 365 before the beginning of the school year...	Zaldua, Lynn	8/7/2017	Opening of Schools presentations saved and shared on Microsoft Office 365	8/16/2017 daily
G1.B1.S1.A2 🔑 A372383	Invite an Information Technology Specialist from the District to provide a the train-the-trainer...	Zaldua, Lynn	9/22/2017	Document created on Microsoft Office 356 during the training session, meeting agenda, sign-in sheets	9/22/2017 one-time
G1.B1.S1.A3 🔑 A372384	During the first professional development day, provide all teachers with the opportunity to learn...	Zaldua, Lynn	10/2/2017	Document created on Microsoft Office 356 during the training session, professional development session agenda, professional development session sign-in sheet	10/2/2017 one-time
G1.B1.S1.A4 🔑 A372385	Administration will meet with individual grade levels to demonstrate how data pulled from Power BI...	Zaldua, Lynn	10/23/2017	Grade level Excel and Office 365 "Abra-ca-Data" data analsyis session agendas; Grade level Excel and Office 365 "Abra-ca-Data" data analsyis session sign-in sheets	11/17/2017 weekly
G1.MA1 🔑 M400519	Data will be collected throughout the year via the shared Data Trackers. All teachers will be...	Zaldua, Lynn	10/2/2017	i-Ready assessments, Excel Data Tracker documents, G2D, Benchmark Assessments, Power BI, E-Assessment results, Microsoft Office 365 shared data documents	5/21/2018 monthly
G1.B1.S1.A5 🔑 A372386	During Data Chats, use Microsoft Office 365 to access Excel "Data Trackers" in each grade level to...	Zaldua, Lynn	11/20/2017	Excel Data Trackers accessed via Microsoft Office 365; Data Chat meeting agendas; Data Chat meeting sign-in sheets	5/21/2018 triannually
G1.B1.S1.MA1 🔑 M400517	Student achievement growth should be apparent in the 'Data Tracker' via the shared excel documents...	Zaldua, Lynn	7/28/2017	iReady assessments, Excel Data Tracker documents, G2D, Benchmark Assessments, Power BI, E-Assessment results, Microsoft Office 365 shared data documents	6/7/2018 monthly
G1.B1.S1.MA1 🔑 M400518	Administration will work closely with the professional development liaison during the Microsoft...	Zaldua, Lynn	7/28/2017	Microsoft Office 365 shared drive, professional development agendas, professional development sign-in sheets, Data Trackers, "Abracadabra" data shared documents online, grade-level Data Chat agendas, grade-level Data Chat sign-in sheets, grade-level online shared documents	6/7/2018 triannually

V. Professional Development Opportunities

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

G1. If teachers have more time and tools to work with data, then student achievement will increase.

G1.B1 Teachers spend too much time gathering data from multiple sources rather than utilizing the online tools to merge all data points to allow more time to plan for instruction.

G1.B1.S1 To more efficiently analyze data, and thus improve student achievement, by providing teachers with ongoing, job-embedded professional development on the use of electronic data analysis tools and planning collaborative data-analysis opportunities.

PD Opportunity 1

Invite an Information Technology Specialist from the District to provide a the train-the-trainer session on Microsoft Office 365 and Microsoft Excel to the media specialist and a teacher-leader to build capacity within the school.

Facilitator

Michelle Singh, Information Technology Specialist

Participants

Lisa Gomez, media specialist Cristina Lundblad, teacher

Schedule

On 9/22/2017

PD Opportunity 2

During the first professional development day, provide all teachers with the opportunity to learn how to use Microsoft Office 365 and introduce ways in which it will be used for collaborative data analysis and instructional planning. The media specialist and teacher-leader trained by the Information Technology Specialist from the District will lead this professional development session.

Facilitator

Lisa Gomez, Media Specialist; Cristina Lundblad, Teacher Leader

Participants

The following teachers participated in this PD: Maria Alsonso Sharon Altfield Lissette Alvarez Vanina Armenteros Sandra Bell Robin Berger Liset Betancout Lisa Boloix Dana Chrystal Charlinne Garcia Susan Gillott Becky Glucksman Michelle Gutierrez Cynthia Kohanek Susanna Kondrat Vanessa Kussrath Nina Lindsey Amelia McLean-Salazar Lourdes Metcalfe Lymari Mojicar Shannan Phillips Reginaldo Rego Nancy Sakolsky Ronnie Schlesinger Regina Simpson Maria Spector Sandra Tamayo Brenda Taylor Crystal Tejera Joania Torres Cristina Verger Michele Weaver

Schedule

On 10/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Department Heads will be introduced to Microsoft Office 365 before the beginning of the school year to build technology capacity within the teaching staff. Administrators will support Department Heads in the use of Microsoft Office 365 as they develop their breakout sessions for the Opening of Schools Meeting.	$0.00
2	G1.B1.S1.A2	Invite an Information Technology Specialist from the District to provide a the train-the-trainer session on Microsoft Office 365 and Microsoft Excel to the media specialist and a teacher-leader to build capacity within the school.	$0.00
3	G1.B1.S1.A3	During the first professional development day, provide all teachers with the opportunity to learn how to use Microsoft Office 365 and introduce ways in which it will be used for collaborative data analysis and instructional planning. The media specialist and teacher-leader trained by the Information Technology Specialist from the District will lead this professional development session.	$0.00
4	G1.B1.S1.A4	Administration will meet with individual grade levels to demonstrate how data pulled from Power BI will be uploaded into an Excel document and shared on Microsoft Office 365. Administers will then walk-through the data analysis process using Excel and ensure teachers know how to sort, analyze, and utilize data for instructional planning. Each grade level will be using their respective students' most recent data for practice and analysis.	$0.00
5	G1.B1.S1.A5	During Data Chats, use Microsoft Office 365 to access Excel "Data Trackers" in each grade level to collaboratively monitor student progress and plan for instruction after each i-Ready Assessment Period (AP). These grade-level data chats will be held in conjunction with administrator(s).	$0.00
		Total:	$0.00