

Miami-Dade County Public Schools

Pinecrest North Preparatory (Fontainebleau Campus)



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	4
Planning for Improvement	5
Title I Requirements	0
Budget to Support Goals	6

Pinecrest North Preparatory (Fontainebleau Campus)

8925 FONTAINEBLEAU BLVD, Miami, FL 33172

www.pinecrestnorthprep.com

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pinecrest North Preparatory 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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Larrauri, Victoria	Principal
Villarreal, Tessy	Other
Sardina, Janet	Instructional Coach
Rubio, Melissa	School Counselor
Vasquez, Illeana	Teacher, ESE

Duties

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 RtI meetings, ensuring attendance of team members, ensuring follow-up of action steps, and allocate resources. Lead Teacher - Tessy Villarreal - Responsible for collecting student data, develop interventions matched to students' needs, monitoring student progress, SIP planning, and MTSS problem solving.

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

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 – Melissa Rubio- Responsible for evaluating student progress, SIP planning, and MTSS problem solving.

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	62%	60%	0%	56%	55%
ELA Learning Gains	0%	61%	57%	0%	57%	54%
ELA Lowest 25th Percentile	0%	57%	52%	0%	53%	49%
Math Achievement	0%	65%	61%	0%	59%	56%
Math Learning Gains	0%	61%	58%	0%	57%	54%
Math Lowest 25th Percentile	0%	55%	52%	0%	49%	48%
Science Achievement	0%	57%	57%	0%	53%	52%
Social Studies Achievement	0%	79%	77%	0%	71%	72%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	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)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Reading Comprehension accross all content areas.
Rationale	All students will apply various reading strategies to comprehend, analyze, interpret, and evaluate text.
Intended Outcome	If all students apply various reading strategies to comprehend, analyze, interpret, and evaluate text, then we will exceed the District's 60 percent of students scoring a level 3 or above on the ELA, Math, and Science Florida Standards Assessment.
Point Person	Victoria Larrauri (vlarrauri@dadeschools.net)
Action Step	
Description	Principal and Lead Teacher will conduct walkthroughs and evaluate lesson plans looking for evidence of students using various reading strategies across all subject areas. Teachers will ensure students are applying various reading strategies while teaching the Florida Standards. Principal and Lead Teacher will utilize previous SAT,FSA, I-Ready, and interim data to identify students who are not proficient in Reading. These students will receive a tier 2 intervention level of support in order to increase their reading comprehension and level of proficiency in reading across all subject areas.
Person Responsible	Victoria Larrauri (vlarrauri@dadeschools.net)
Plan to Monitor Effectiveness	
Description	The principal and administrative team will monitor the effectiveness of the plan via quarterly admin meetings with teachers where students' reading proficiency will be discussed using data from various sources. Students in tier 2 intervention will also be monitored for progress in reading proficiency level using I-Ready data.
Person Responsible	Victoria Larrauri (vlarrauri@dadeschools.net)

Part V: Budget

Total:	\$33,000.00
---------------	--------------------