

Pinecrest Academy (North Campus)



2014-15 School Improvement Plan

Pinecrest Academy (North Campus)

10207 W FLAGLER ST, Miami, FL 33174

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	62%

Alternative/ESE Center	Charter School	Minority
No	Yes	97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	41
Technical Assistance Items	45
Appendix 3: Budget to Support Goals	46

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Pinecrest Academy is to provide a challenging curriculum where academic excellence, character development, and individual growth are nurtured in a safe environment that involves the active participation of students, teachers, parents, and community members.

Provide the school's vision statement

The vision of Pinecrest Academy is to create a safe, nurturing, challenging, and stimulating learning environment.

School Environment

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.

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.

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.

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.

Early Warning Systems

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

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 does not have any student suspensions, but a discipline plan is in place in for suspensions.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	2	1	0	1	2	12
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	8	6	6	2	2	6	30
Level 1 on statewide assessment	0	0	0	2	1	3	6

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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.

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.

Effective Leadership

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

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
Alcalde, Christina	Assistant Principal
Alvarez, Gretel	Instructional Coach
Candales, Deyanira	Teacher, K-12
Marrero, Ailin	Teacher, K-12
Arguello, Alex	Teacher, ESE
Rodriguez, Lydia	Guidance Counselor

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.

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 Coach - Gretel Alvarez- Responsible for coordinating, training, and collecting data for RTI.

Teacher - Deyanira Candales - math leader - attends all district math meetings and shares information gathered at the district meetings with the teachers.

Teacher - Ailin Marrero - science leader - attends all district science meetings and shares all pertinent information gathered at these meetings with all 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.

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 (Rtl) 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 Rtl 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 Rtl meetings, the team also assists with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Victoria Larrauri	Principal
Gretel Alvarez	Teacher
Venessa Rodriguez	Teacher
Deyanira Candales	Teacher
Cindy Guerra	Teacher
Mary Heinz	Parent
Hilda Fernandez	Parent
Stacey Reily	Parent
Leydis Aborlleile	Parent
Marta Alvarez	Education Support Employee
Maria Home	Student
Gianna Infante	Student
Migdalia Martin	Business/Community
Maribel Diaz	Education Support Employee
Lucien Casado	Parent
Anaitte Camacho	Parent
Lorena Oliva	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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, 2014 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.

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 2014-2015 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 10, 2014 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.

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 10, 2014 meeting, the EESAC voted and approved that the EESAC funds for the 2014-2015 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.

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

School Improvement Funds for the 2014-2015 school year will be used to offer free tutoring to our struggling students especially those students in the lowest 25% category. Approximately \$2,215 will be used towards offering free after-school tutoring to struggling students.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Larrauri, Victoria	Principal
Alcalde, Christina	Assistant Principal
Alvarez, Gretel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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 Rtl 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.

Public and Collaborative Teaching

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

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.

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.

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

Each first year teacher is paired with a veteran teacher to serve as their mentor. In this way, the veteran teacher can guide the new rookie teacher throughout their first year.

The planned mentoring activities are as follows:

- Bi-monthly meetings
- Professional Development
- Informal Walk Through
- Classroom Observations

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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.

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 April. 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.

Student Transition and Readiness

PreK-12 Transition

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

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.

For graduating 5th graders, local charter middle schools conduct presentations to the students in January and encourage them to apply to their schools. All middle school options are presented to the students and parents at a PALS meeting to discuss articulation to middle school.

College and Career Readiness

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

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

N/A

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Pinecrest Academy North will implement writing strategies within the core subject areas of Reading, Math, Science, and Social Studies.
- G2.** Pinecrest Academy North will use the early warning system to identify students who are "at risk" for academic achievement, discipline, and/or truancy.
- G3.** Pinecrest Academy North will maximize the use of its STEM resources to increase student achievement.
- G4.** Pinecrest Academy North will actively involve parents in the educational process and provide resources that will assist in improving their child's academic progress.

Strategic Goals Detail

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

G1. Pinecrest Academy North will implement writing strategies within the core subject areas of Reading, Math, Science, and Social Studies. 1a

G044400

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	71.0
FCAT 2.0 Science Proficiency	86.0
ELA/Reading Gains	87.0
Math Gains	86.0
Math Lowest 25% Gains	86.0
ELA/Reading Lowest 25% Gains	87.0
FSA - Mathematics - Proficiency Rate	100.0
FSA - English Language Arts - Proficiency Rate	98.0

Resources Available to Support the Goal 2

- Reading Plus
- Wonderworks
- ThinkCentral
- Gizmos
- AIMS
- Accelerated Reader
- I-Ready Diagnostic and Instruction

Targeted Barriers to Achieving the Goal 3

- In the past, writing has been taught in isolation. Students are not in the habit of incorporating writing into the subjects of Math, Science, and Social Studies.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Victoria Larrauri

Schedule

Every 6 Weeks, from 9/22/2014 to 6/5/2015

Evidence of Completion

Student work samples, lesson plans, district writing assessments, and the results of the 2015 FSA ELA writing component.

G2. Pinecrest Academy North will use the early warning system to identify students who are "at risk" for academic achievement, discipline, and/or truancy. 1a

G046251

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	10.0
Attendance Below 90%	2.0
Retained Students	1.0
One or More Suspensions	0.0

Resources Available to Support the Goal 2

- Teacher Attendance Logs
- District Attendance Reports
- School Attendance Notifications
- I-Ready Diagnostic and Instruction
- Reading Wonders Wonderworks
- School discipline forms
-

Targeted Barriers to Achieving the Goal 3

- Ensuring that all "at-risk" students receive the proper tier(s) of support in order to close the learning gap.
- Lack of parental support.
- Students fall behind and are not able to meet grade level expectations.

Plan to Monitor Progress Toward G2. 8

During administrative meetings, academic grades of students participating in interventions will be collected and discussed as well as any other student data from instructional programs being utilized at the school. Attendance records and retention prevention plans will also be reviewed and discussed. Student behavior will also be discussed during these administrative meetings. Any necessary adjustments and changes will be made based on student's academic progress.

Person Responsible

Victoria Larrauri

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Grades, District Interim Assessment data, FAIR data, state standardized assessments, attendance records, retention prevention plan, discipline incidents reports, and 2015 FSA results.

G3. Pinecrest Academy North will maximize the use of its STEM resources to increase student achievement. **1a**

G046254

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	86.0

Resources Available to Support the Goal **2**

- AIMs Books
- Pearsonsucces.net
- Thinkcentral.com
- ExploreLearning.com
- Science and Math Manipulatives

Targeted Barriers to Achieving the Goal **3**

- Incorporating Engineering into an elementary setting.

Plan to Monitor Progress Toward G3. **8**

Administration and Science Leader will review all STEM data during administrative meetings. All STEM data includes district assessments, school STEM projects, teacher assessments, and 2015 FCAT 2.0 results.

Person Responsible

Ailin Marrero

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

All STEM data including district assessments, school STEM projects, teacher assessments, and 2015 FCAT 2.0 results.

G4. Pinecrest Academy North will actively involve parents in the educational process and provide resources that will assist in improving their child's academic progress. 1a

G046255

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	5.0

Resources Available to Support the Goal 2

- Parent Teacher Conferences
- Electronic Correspondence (E-mail distribution lists)
- Electronic Gradebook
- Parents as Liaisons Organization
- School Website
- Connect Ed phone calls
- Teachers will distribute Informational packets each year that includes a copy of the parent handbook, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail, etc.).

Targeted Barriers to Achieving the Goal 3

- Accommodating working parents who experience difficulties involving themselves in their child / children's education due to time constraints.

Plan to Monitor Progress Toward G4. 8

Teachers will create sign-in sheets for orientation/informational meetings and complete parent conference logs. Conferences will be scheduled with parents of students who scored a Level 1 on the ELA and/or math state standardized assessment as needed.

Person Responsible

Victoria Larrauri

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent sign-in sheets and parent conference logs will be reviewed and collected by administration as part of teacher observations.

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. Pinecrest Academy North will implement writing strategies within the core subject areas of Reading, Math, Science, and Social Studies. **1**

 G044400

G1.B1 In the past, writing has been taught in isolation. Students are not in the habit of incorporating writing into the subjects of Math, Science, and Social Studies. **2**

 B109123

G1.B1.S1 Students will have opportunities to write in the core subject areas of Reading, Math, Science, and Social Studies. Writing strategies will be implemented cross-curricular. **4**

 S120645

Strategy Rationale

Students display a need for remediation due to the learning gap caused by the change in state standards.

Action Step 1 **5**

Writing strategies will be implemented cross-curricular.

Person Responsible

Victoria Larrauri

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student work samples 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. Student work folders will be checked for cross curricular writing among student work samples.

Person Responsible

Victoria Larrauri

Schedule

Every 6 Weeks, from 9/29/2014 to 6/5/2015

Evidence of Completion

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

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

Administration will conduct walk-throughs and formal observations during all core subject areas. Student work folders will be checked for cross curricular writing among student work samples.

Person Responsible

Christina Alcalde

Schedule

Every 6 Weeks, from 9/29/2014 to 6/5/2015

Evidence of Completion

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

G2. Pinecrest Academy North will use the early warning system to identify students who are "at risk" for academic achievement, discipline, and/or truancy. 1

G046251

G2.B1 Ensuring that all "at-risk" students receive the proper tier(s) of support in order to close the learning gap. 2

B121036

G2.B1.S1 The school will provide daily intensive reading intervention following the RTI model in order to decrease the number of students who are not proficient by third grade. 4

S132976

Strategy Rationale

Struggling students need extra assistance in mastering the new standards and skills being taught in class. Assistant Principal and Instructional Support Staff will ensure fidelity and effectiveness of intervention groups by monitoring attendance logs, weekly assessments, and conducting quarterly RTI meetings.

Action Step 1 5

Closely monitor "at-risk" students on a weekly basis using Wonderworks assessments to ensure students are receiving the appropriate tier of intervention. Administrative Rtl team will monitor students in RTI by reviewing student work samples, weekly and unit assessments to determine if intervention is effective or if additional tiers of support are needed.

Person Responsible

Gretel Alvarez

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Instructional support staff member will collect student work samples, weekly/ unit assessments, attendance logs, and ongoing progress monitoring data.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Assistant Principal will conduct walk throughs during reading intervention groups and facilitate meetings to review the progress of each student.

Person Responsible

Christina Alcalde

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

RTI meeting minutes, RTI meeting logs, and progress monitoring data will be collected to demonstrate the action plan was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Assistant Principal will facilitate RTI meetings to discuss the tier 2 progress of each student. During this meeting, student ongoing progress monitoring data and attendance logs will be reviewed to support the effectiveness of implementing the Wonder Works intervention program.

Person Responsible

Christina Alcalde


Schedule

Every 6 Weeks, from 9/29/2014 to 6/5/2015

Evidence of Completion

- Attendance log of students in intervention groups will be collected.
- Unit assessment data will be collected, recorded, and analyzed.
- RTI meetings logs and minutes will be collected.

G2.B1.S2 Struggling students and Tier II students will receive an extra 30 minutes of reading and math intervention daily. This program will reinforce student's deficient skills in both reading and math. 4

 S137792

Strategy Rationale

I-Ready is aligned to the new Florida standards and will help students meet the demands and rigor expected of the new standards.

Action Step 1 5

Struggling students and Tier II students will participate in the I-Ready program for 30 minutes daily in order to reinforce deficient reading and math skills.

Person Responsible

Christina Alcalde

Schedule

On 6/5/2015

Evidence of Completion

i-Ready progress monitoring reports, students reports, grades, and district assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Discuss i-Ready data for struggling students during administrative meetings twice in a quarter.

Person Responsible

Christina Alcalde

Schedule

On 6/5/2015

Evidence of Completion

i-Ready reports, grades, and interim assessment data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Discuss i-Ready data for struggling students during administrative meetings twice in a quarter.

Person Responsible

Christina Alcalde


Schedule

Every 6 Weeks, from 10/20/2014 to 6/5/2015

Evidence of Completion

Grades, i-Ready reports, district assessment data, and 2015 FSA results.

G2.B2 Lack of parental support. 2

 B123963

G2.B2.S1 The school will inform the parents and students whenever they have received an excessive amount of tardies or absences. Parents will also be informed of discipline incidents. 4

 S135855

Strategy Rationale

Keeping the parents informed about their child's truancy should improve the student's attendance and behavior record.

Action Step 1 5

Teachers will send home Notice of Excessive Tardies and Notice of Excessive Absences when appropriate. Discipline Notices will be sent when necessary.

Person Responsible

Victoria Larrauri

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Truancy Notices signed by parents

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Discuss student attendance and behavior during administrative meetings.

Person Responsible

Victoria Larrauri

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher Attendance Logs, School truancy notices, and school discipline notices.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Discuss student attendance and student behavior during administrative meetings.

Person Responsible

Victoria Larrauri

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher Attendance Logs, School truancy notices, and school discipline notices.

G2.B3 Students fall behind and are not able to meet grade level expectations. 2

B124135

G2.B3.S1 Inform the parents of student's possible retention early on in the school year and conduct administrative parent conferences to develop a retention prevention plan for the student. 4

S135999

Strategy Rationale

The school and parents working as a team should ensure that the student makes academic progress.

Action Step 1 5

During administrative meetings, the administration and teachers will identify students who are at risk for possible retention and develop strategies and interventions to help the child avoid retention. Administrative parent conferences are held in order to develop a retention prevention plan.

Person Responsible

Victoria Larrauri

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administrative meeting logs, Retention Prevention Plan, Notices of Possible Retention

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

During administrative meetings, administration and teachers will analyze student data and evaluate the retention prevention plan and implement any new strategies to help student avoid retention.

Person Responsible

Victoria Larrauri

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Grades, Interim assessment data, STAR data, and FAIR data.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

During administrative meetings, administration and teachers will analyze student data and evaluate the retention prevention plan and implement any new strategies to help student avoid retention. Administration will monitor teacher instruction and intervention groups through observations and walk-throughs.

Person Responsible

Victoria Larrauri

Schedule


Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Grades, Interim assessment data, STAR data, and FAIR data.

G3. Pinecrest Academy North will maximize the use of its STEM resources to increase student achievement.

1

 G046254

G3.B1 Incorporating Engineering into an elementary setting. 2

 B118514

G3.B1.S1 To increase student proficiency in STEM, specifically in the area of engineering, students will participate in higher-order activities where they will be required to conduct an experiment, collect data and analyze their data. The experiments will be chosen from a list of engineering activities that require the students to not only utilize science knowledge, but incorporate math and technology as well. 4

 S130268

Strategy Rationale

By offering a list of experiments that are academically appropriate, the students will be able to acquire the necessary skills needed to understand all the aspects of STEM.

Action Step 1 5

Teachers will incorporate a STEM experiment in their classroom every 9 weeks.

Person Responsible

Ailin Marrero

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers will collect lab reports from their students, demonstrating completion and mastery of the lesson.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will submit their STEM experiments to supervisor, who will ensure they are completed quarterly.

Person Responsible

Ailin Marrero

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The student lab reports will be collected and evaluated for completion and mastery.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Lab reports for each STEM project will be completed by students and will be recorded by teachers.

Person Responsible

Ailin Marrero

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students' lab reports will be collected to demonstrate mastery of the content.

G4. Pinecrest Academy North will actively involve parents in the educational process and provide resources that will assist in improving their child's academic progress. 1

G046255

G4.B1 Accommodating working parents who experience difficulties involving themselves in their child / children's education due to time constraints. 2

B118520

G4.B1.S1 To increase parental involvement, parents will be invited to participate in a variety of informational meetings and conferences over the course of the school year. Orientation meetings are held in August to provide parents the opportunity to formally visit their child's classroom and to become better informed about grade level expectation and their student's academic progress. Additionally, informational meetings will be held to provide parents with explanations of the curriculum in use at the school, forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet. Parents who's children have scored a level 1 on the ELA or math state assessment will meet with teachers on a quarterly basis to monitor student progress. 4

S132432

Strategy Rationale

By providing parents with the opportunity to attend a variety of meetings and offering the opportunities for conferences, parents will attain the information they need in order to become active participants in their child's educational progress.

Action Step 1 5

Teachers will schedule informational meetings and parent conferences to increase parental involvement and thereby help improve student achievement.

Person Responsible

Victoria Larrauri

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets will be collected after every meeting and parent conference logs will be filled out after parent-teacher conferences.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Sign-in sheets will be collected after orientation meetings and parent conference logs will be filled out.

Person Responsible

Victoria Larrauri

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets for orientation meetings and parent conference logs will be reviewed and collected by administration to ensure parent-teacher communication.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Informational meetings and parent conferences will facilitate parent involvement and increase communication between teachers and parents. This will assist in improving students' academic progress.

Person Responsible

Victoria Larrauri

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent sign-in sheets and parent conference logs will demonstrate parent involvement and communication between teachers and parents.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Writing strategies will be implemented cross-curricular.	Larrauri, Victoria	8/18/2014	Student work samples and teacher lesson plans	6/5/2015 daily
G3.B1.S1.A1	Teachers will incorporate a STEM experiment in their classroom every 9 weeks.	Marrero, Ailin	8/18/2014	Teachers will collect lab reports from their students, demonstrating completion and mastery of the lesson.	6/4/2015 quarterly
G4.B1.S1.A1	Teachers will schedule informational meetings and parent conferences to increase parental involvement and thereby help improve student achievement.	Larrauri, Victoria	8/18/2014	Sign-in sheets will be collected after every meeting and parent conference logs will be filled out after parent-teacher conferences.	6/4/2015 quarterly

Dade - 5048 - Pinecrest Academy (North Campus) - 2014-15 SIP
Pinecrest Academy (North Campus)

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Closely monitor "at-risk" students on a weekly basis using Wonderworks assessments to ensure students are receiving the appropriate tier of intervention. Administrative RTI team will monitor students in RTI by reviewing student work samples, weekly and unit assessments to determine if intervention is effective or if additional tiers of support are needed.	Alvarez, Gretel	9/29/2014	Instructional support staff member will collect student work samples, weekly/unit assessments, attendance logs, and ongoing progress monitoring data.	6/5/2015 monthly
G2.B2.S1.A1	Teachers will send home Notice of Excessive Tardies and Notice of Excessive Absences when appropriate. Discipline Notices will be sent when necessary.	Larrauri, Victoria	8/18/2014	Truancy Notices signed by parents	6/5/2015 daily
G2.B3.S1.A1	During administrative meetings, the administration and teachers will identify students who are at risk for possible retention and develop strategies and interventions to help the child avoid retention. Administrative parent conferences are held in order to develop a retention prevention plan.	Larrauri, Victoria	8/18/2014	Administrative meeting logs, Retention Prevention Plan, Notices of Possible Retention	6/5/2015 every-6-weeks
G2.B1.S2.A1	Struggling students and Tier II students will participate in the I-Ready program for 30 minutes daily in order to reinforce deficient reading and math skills.	Alcalde, Christina	10/20/2014	i-Ready progress monitoring reports, students reports, grades, and district assessment data	6/5/2015 one-time
G1.MA1	Administration will conduct walk-throughs and formal observations during all core subject areas. Student work folders will be checked for cross curricular writing among student work samples. Student data pertinent to writing will be gather, reviewed, and discussed and adjustments to teaching will be implemented when needed.	Larrauri, Victoria	9/22/2014	Student work samples, lesson plans, district writing assessments, and the results of the 2015 FSA ELA writing component.	6/5/2015 every-6-weeks
G1.B1.S1.MA1	Administration will conduct walk-throughs and formal observations during all core subject areas. Student work folders will be checked for cross curricular writing among student work samples.	Alcalde, Christina	9/29/2014	Teacher lesson plans, student work samples, and district writing assessments.	6/5/2015 every-6-weeks
G1.B1.S1.MA1	Administration will conduct walk-throughs and formal observations during all core subject areas. Student work folders will be checked for cross curricular writing among student work samples.	Larrauri, Victoria	9/29/2014	Teacher lesson plans, student work samples, and district writing assessments.	6/5/2015 every-6-weeks
G2.MA1	During administrative meetings, academic grades of students participating in interventions will be collected and discussed as well as any other student data from instructional programs being utilized at the school. Attendance records and retention prevention plans will also be reviewed and discussed. Student behavior will also be discussed during these administrative meetings. Any necessary adjustments and changes will be made based on student's academic progress.	Larrauri, Victoria	8/18/2014	Grades, District Interim Assessment data, FAIR data, state standardized assessments, attendance records, retention prevention plan, discipline incidents reports, and 2015 FSA results.	6/5/2015 every-6-weeks

Dade - 5048 - Pinecrest Academy (North Campus) - 2014-15 SIP
Pinecrest Academy (North Campus)

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Assistant Principal will facilitate RTI meetings to discuss the tier 2 progress of each student. During this meeting, student ongoing progress monitoring data and attendance logs will be reviewed to support the effectiveness of implementing the Wonder Works intervention program.	Alcalde, Christina	9/29/2014	• Attendance log of students in intervention groups will be collected. • Unit assessment data will be collected, recorded, and analyzed. • RTI meetings logs and minutes will be collected.	6/5/2015 every-6-weeks
G2.B1.S1.MA1	Assistant Principal will conduct walk throughs during reading intervention groups and facilitate meetings to review the progress of each student.	Alcalde, Christina	9/29/2014	RTI meeting minutes, RTI meeting logs, and progress monitoring data will be collected to demonstrate the action plan was monitored and implemented with fidelity.	6/5/2015 monthly
G2.B2.S1.MA1	Discuss student attendance and student behavior during administrative meetings.	Larrauri, Victoria	8/18/2014	Teacher Attendance Logs, School truancy notices, and school discipline notices.	6/5/2015 every-6-weeks
G2.B2.S1.MA1	Discuss student attendance and behavior during administrative meetings.	Larrauri, Victoria	8/18/2014	Teacher Attendance Logs, School truancy notices, and school discipline notices.	6/5/2015 every-6-weeks
G2.B3.S1.MA1	During administrative meetings, administration and teachers will analyze student data and evaluate the retention prevention plan and implement any new strategies to help student avoid retention. Administration will monitor teacher instruction and intervention groups through observations and walk-throughs.	Larrauri, Victoria	8/18/2014	Grades, Interim assessment data, STAR data, and FAIR data.	6/5/2015 every-6-weeks
G2.B3.S1.MA1	During administrative meetings, administration and teachers will analyze student data and evaluate the retention prevention plan and implement any new strategies to help student avoid retention.	Larrauri, Victoria	8/18/2014	Grades, Interim assessment data, STAR data, and FAIR data.	6/5/2015 every-6-weeks
G2.B1.S2.MA1	Discuss i-Ready data for struggling students during administrative meetings twice in a quarter.	Alcalde, Christina	10/20/2014	Grades, i-Ready reports, district assessment data, and 2015 FSA results.	6/5/2015 every-6-weeks
G2.B1.S2.MA1	Discuss i-Ready data for struggling students during administrative meetings twice in a quarter.	Alcalde, Christina	10/20/2014	i-Ready reports, grades, and interim assessment data	6/5/2015 one-time
G3.MA1	Administration and Science Leader will review all STEM data during administrative meetings. All STEM data includes district assessments, school STEM projects, teacher assessments, and 2015 FCAT 2.0 results.	Marrero, Ailin	8/18/2014	All STEM data including district assessments, school STEM projects, teacher assessments, and 2015 FCAT 2.0 results.	6/5/2015 every-6-weeks
G3.B1.S1.MA1	Lab reports for each STEM project will be completed by students and will be recorded by teachers.	Marrero, Ailin	8/18/2014	Students' lab reports will be collected to demonstrate mastery of the content.	6/4/2015 quarterly
G3.B1.S1.MA1	Teachers will submit their STEM experiments to supervisor, who will ensure they are completed quarterly.	Marrero, Ailin	8/18/2014	The student lab reports will be collected and evaluated for completion and mastery.	6/4/2015 quarterly
G4.MA1	Teachers will create sign-in sheets for orientation/informational meetings and complete parent conference logs. Conferences will be scheduled with parents of students who scored a Level 1 on the ELA and/or math state standardized assessment as needed.	Larrauri, Victoria	8/18/2014	Parent sign-in sheets and parent conference logs will be reviewed and collected by administration as part of teacher observations.	6/5/2015 quarterly
G4.B1.S1.MA1	Informational meetings and parent conferences will facilitate parent involvement and increase communication between teachers and	Larrauri, Victoria	8/18/2014	Parent sign-in sheets and parent conference logs will demonstrate parent involvement and communication between teachers and parents.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	parents. This will assist in improving students' academic progress.				
G4.B1.S1.MA1	Sign-in sheets will be collected after orientation meetings and parent conference logs will be filled out.	Larrauri, Victoria	8/18/2014	Sign in sheets for orientation meetings and parent conference logs will be reviewed and collected by administration to ensure parent-teacher communication.	6/5/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Pinecrest Academy North will implement writing strategies within the core subject areas of Reading, Math, Science, and Social Studies.

G1.B1 In the past, writing has been taught in isolation. Students are not in the habit of incorporating writing into the subjects of Math, Science, and Social Studies.

G1.B1.S1 Students will have opportunities to write in the core subject areas of Reading, Math, Science, and Social Studies. Writing strategies will be implemented cross-curricular.

PD Opportunity 1

Writing strategies will be implemented cross-curricular.

Facilitator

Christina Alcalde

Participants

All K-5th grade teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G2. Pinecrest Academy North will use the early warning system to identify students who are "at risk" for academic achievement, discipline, and/or truancy.

G2.B1 Ensuring that all "at-risk" students receive the proper tier(s) of support in order to close the learning gap.

G2.B1.S1 The school will provide daily intensive reading intervention following the RTI model in order to decrease the number of students who are not proficient by third grade.

PD Opportunity 1

Closely monitor "at-risk" students on a weekly basis using Wonderworks assessments to ensure students are receiving the appropriate tier of intervention. Administrative Rtl team will monitor students in RTI by reviewing student work samples, weekly and unit assessments to determine if intervention is effective or if additional tiers of support are needed.

Facilitator

Administrative Rtl Team

Participants

Administration, Instructional Coach, Teachers, and Teacher Assistants

Schedule

Monthly, from 9/29/2014 to 6/5/2015

G2.B1.S2 Struggling students and Tier II students will receive an extra 30 minutes of reading and math intervention daily. This program will reinforce student's deficient skills in both reading and math.

PD Opportunity 1

Struggling students and Tier II students will participate in the I-Ready program for 30 minutes daily in order to reinforce deficient reading and math skills.

Facilitator

Christina Mederos

Participants

Teachers and Instructional Coaches

Schedule

On 6/5/2015

G3. Pinecrest Academy North will maximize the use of its STEM resources to increase student achievement.

G3.B1 Incorporating Engineering into an elementary setting.

G3.B1.S1 To increase student proficiency in STEM, specifically in the area of engineering, students will participate in higher-order activities where they will be required to conduct an experiment, collect data and analyze their data. The experiments will be chosen from a list of engineering activities that require the students to not only utilize science knowledge, but incorporate math and technology as well.

PD Opportunity 1

Teachers will incorporate a STEM experiment in their classroom every 9 weeks.

Facilitator

Ailin Marrero

Participants

K-5 Teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

G4. Pinecrest Academy North will actively involve parents in the educational process and provide resources that will assist in improving their child's academic progress.

G4.B1 Accommodating working parents who experience difficulties involving themselves in their child / children's education due to time constraints.

G4.B1.S1 To increase parental involvement, parents will be invited to participate in a variety of informational meetings and conferences over the course of the school year. Orientation meetings are held in August to provide parents the opportunity to formally visit their child's classroom and to become better informed about grade level expectation and their student's academic progress. Additionally, informational meetings will be held to provide parents with explanations of the curriculum in use at the school, forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet. Parents who's children have scored a level 1 on the ELA or math state assessment will meet with teachers on a quarterly basis to monitor student progress.

PD Opportunity 1

Teachers will schedule informational meetings and parent conferences to increase parental involvement and thereby help improve student achievement.

Facilitator

Victoria Larrauri / Christina Alcalde

Participants

K-5 Teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Pinecrest Academy North will implement writing strategies within the core subject areas of Reading, Math, Science, and Social Studies.	7,440
Goal 2: Pinecrest Academy North will use the early warning system to identify students who are "at risk" for academic achievement, discipline, and/or truancy.	3,600
Goal 3: Pinecrest Academy North will maximize the use of its STEM resources to increase student achievement.	50
Grand Total	11,090

Goal 1: Pinecrest Academy North will implement writing strategies within the core subject areas of Reading, Math, Science, and Social Studies.

Description	Source	Total
B1.S1.A1 - Reading Wonderworks purchased	General Fund	7,440
Total Goal 1		7,440

Goal 2: Pinecrest Academy North will use the early warning system to identify students who are "at risk" for academic achievement, discipline, and/or truancy.

Description	Source	Total
B1.S2.A1 - Purchase of i-Ready Reading and Math for all Tier II students	General Fund	3,600
Total Goal 2		3,600

Goal 3: Pinecrest Academy North will maximize the use of its STEM resources to increase student achievement.

Description	Source	Total
B1.S1.A1 - STEM experiments are being purchased from Teachers Pay Teachers for K-5 teachers.	General Fund	50
Total Goal 3		50