

Pinecrest Academy Charter Middle School



2014-15 School Improvement Plan

Pinecrest Academy Charter Middle School

14901 SW 42ND ST, Miami, FL 33185

<http://pinecrestpreparatoryacademy.dadeschools.net>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

57%

Alternative/ESE Center

No

Charter School

Yes

Minority

94%

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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

Perpetuate a school community that cultivates emotional, moral and physical well-being while motivating and preparing students to achieve high standards in order to become effective leaders

Provide the school's vision statement

Pinecrest Academy Charter Middle School strives to nourish a community of learners in which the pursuit of honor, high standards, and intellectual growth is complemented by a concern for the physical, cultural and character development of each student. Through its academic rigor, Pinecrest promotes a sense of identity, community, personal integrity and values that prepare students to become effective leaders. Offering instruction that encompasses state-of-the-art technology, real-world experience via hands-on learning, differentiated instruction, and internship opportunities, Pinecrest serves its diverse learners, consistently providing all students pathways for exploration and discovery.

School Environment

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

At Pinecrest Academy Charter Middle School, relationship-building among all stakeholder is a priority. The demographic and ethnic composition of our staff mirror the local community and as result, our teachers understand the culture of our students and their families. Pinecrest Academy Charter Middle identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). The Student Services Department in conjunction with the leadership team, implements evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. To that end, cultural activities are embedded within curriculum and daily course work (e.g., reading selections, writing prompts) that promote cultural diversity.

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

At Pinecrest Academy Charter Middle School, the Student Services Department has developed and implements a differentiated system of school counseling services. At its core, this system uses the core curriculum to address the social-emotional well-being of our students, while supplementing it with data driven small group counseling based on identified student need. The Student Services Department also provides individual counseling and supports students and parents by serving as liaison to community resources. In addition, adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies, etc. with utmost respect for confidentiality. A low-cost after school care program is available to parents as well as an array of sports and activities that promote service to the community, overall well-being and personal integrity.

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 Preparatory Academy Charter Middle School follows the Miami-Dade County Public Schools Code of Student Conduct. The Dean of Discipline conducts staff training during the Opening of Schools orientation to ensure effective implementation of the policies outlined in the MDCPS Code of Student Conduct.

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

Students engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student need. These services include academic advisement, small, focused group counseling, as well as intensive support (individual counseling/ advisement, referral to community resources). The Student Services Department, as part of the MTSS team, use data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

In order to improve the academic performance of the students, a variety of intervention strategies are used to target at-risk students. In order to support attendance, the Attendance Clerk and designated administrative assistant monitor school-wide attendance and monthly review Attendance Reports to identify at-risk students. If a child exhibits excessive tardies and absences, parents are mandated to attend the Attendance Review Committee meeting in order to design strategies to improve attendance rate. In addition, the cafeteria serves breakfast, and supervised morning care at no cost, is available beginning as early as 7:00 am.

In order to curtail the suspension rate, the Dean of Discipline closely works with community agencies to provide students the opportunity to participate in the Alternative to Suspension Program. This program entails parents and/or students attending sessions hosted by Family Counseling Services of Greater Miami. The meetings are scheduled in the early evening and/or Saturdays and address various topics, focusing on preventive strategies. Regardless of the disciplinary infraction, students are referred to the Student Services Department and are part of the Rtl process.

For students who have failed an ELA and/or Mathematics course, they are given the opportunity to recover the course during the school year, via virtual, or when available, during summer school. The Retention Prevention Program meets quarterly with the parents of at-risk students and devise strategies to help the student pass the class. In addition, tutoring opportunities are available, at no cost, after school and on Saturdays.

Students who obtained a Level 1 or 2 on the Reading and/or Mathematics statewide assessments, are placed in the intensive remediation classes. In addition, tutoring is also available for these students.

The Early Warning Indicators are as follows (by grade level):

Level 1 in Reading; Level 1 in Mathematics; Failed a Reading and/or Mathematics course; Suspensions; Grade level Retention; Failed two or more Course in any Subject; and Absent eighteen or more days.

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
	6	7	8	
Attendance below 90 percent	3	12	12	27
One or more suspensions	26	25	25	76
Course failure in ELA or Math	19	22	6	47
Level 1 on statewide assessment	37	31	19	87
	0	0	0	
	0	0	0	

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

Tier 1

The Principal, Maria Nunez, and Assistant Principal, Amelia Estrada, will be responsible for scheduling and facilitating regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Amelia Estrada, Administrator
- Joel Mesa, Dean of Discipline
- Zuleika Santos-Gonzalez, Special Education Chair
- Rebeca Castilla, School Guidance Counselor
- Michelle Escoto, Educational Support

In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level of Rtl.

Tier 2

Selected members of the MTSS Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts. These members include:

- Amelia Estrada, Administrator
- Rebeca Castilla, School Guidance Counselor
- Lissette Gonzalez, School Psychologist

Tier 3 SST

Selected members of the MTSS Team, Tier 2 Team, and parent/guardian, make up the Tier 3 SST Problem Solving Team.

- Amelia Estrada, Administrator
- Rebeca Castilla, School Guidance Counselor
- Lissette Gonzalez, School Psychologist
- Zuleika Santos-Gonzalez, Special Education Chair
- Michelle Escoto, Educational Support

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

Pinecrest Academy Charter Middle conducts an annual Open House for parents to familiarize themselves with the faculty and staff, building positive relationships from the beginning of the school year. In order to foster effective communication, staff updates the school website daily with news and announcements, calendar events, club and team sports information, and individual teacher pages. In addition, Pinecrest uses the multimodal communication platform, Blackboard Connect, which enables the administrative team to record, schedule, send, and track personalized voice, email and text messages to students, parents, and staff members. Additionally, our school solicits feedback from parents, staff, and students on the overall school environment through the School Climate Survey. This tool provides administration an insight into the opinions and perceptions regarding our school. The Student Services Department, in collaboration with instructional staff and administrative team, conduct Retention Prevention Conferences focused on progress monitoring student progress.

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 Charter Middle develops partnerships through collaboration with parents, teachers, students, administrators, staff, community businesses and government to support student learning. The parent organization, Parents As Liaisons (PALs), meets monthly with administration to be kept abreast of the school's continuous improvement plan and coordinate special school wide events that directly impact student achievement. The Education Excellence School Advisory Council (EESAC) meets quarterly. The EESAC includes representation from stakeholders and is the decision-making body of the school, along with the Board of Directors. These meetings provide the opportunity to draw on the knowledge and skills of parents and community members to enhance the initiatives of the school.

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
Nunez, Maria	Principal
Estrada, Amelia	Assistant Principal
Kairalla, Jennifer	Assistant Principal

Duties

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

Maria B. Nunez, Principal of Pinecrest Academy Charter Middle School, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. She supports continuous professional development opportunities for all teachers. The Principal oversees school-wide safety and efficient operations. She is in constant communication and collaboration with the surrounding community and its stakeholders.

Amelia Estrada and Jennffer Kairalla, Assistant Principals, are instructional leaders who assist and support the Principal's initiatives and duties.

Ms. Estrada leads the following initiatives:

- Master Schedule
- English Language Arts Department
- Social Studies & Electives Department
- Student Services
- SPED
- SST
- ELL
- New Teacher Mentoring Program
- Gifted Program / Advanced Academics
- Data Analysis
- Attendance
- Professional Development
- Curriculum Council Agenda
- Graduation
- Senior Speech Selection Committee

Mrs. Kairalla leads the following initiatives:

- Athletics
- Activities
- Science Department
- Mathematics Department
- Data Analysis
- School-wide Calendar
- School Website
- Internal Accounts
- Technology
- Community Involvement Specialist
- Awards Assemblies
- Student Admissions
- Science Fair
- Student Assessment
- Critical Incident Response Team
- Security
- School-wide Lunch Program
- School-wide Tutoring Program
- Faculty Meeting Agenda
- CROC Bites / Newsletter
- TEAMS After School Program

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 Leadership Team at Pinecrest Academy Charter Middle School, in collaboration with stakeholders (teachers, parents, and governing board) identifies and aligns all available resources in order to meet the needs of the students and maximize desired learning outcomes. The Team assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience), in turn developing teacher leaders. The Team also ensures that staff participates in a continuous program of professional development.

In order to ensure sufficient resources are allocated to support its educational programs and school improvement efforts, the Team identifies areas of need and coordinates use of federal, state, and local funds.

The Principal monitors all financial transactions through a recognized, regularly audited accounting system.

In addition, the Board of Directors meets quarterly to review, monitor, and approve the allocation of funds. Resources are inventoried semi-annually through a mid and end-of-year resource inventory checklist.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Claudia Jurado	Teacher
Cindy Osorio	Teacher
Joel Mesa	Teacher
Patricia Vasta	Teacher
Adielys Gonzalez	Teacher
Michelle Escoto	Education Support Employee
Carole Moerler	Parent
Malena Tsokopoulos	Parent
Edga Brana	Parent
Milady Paz	Parent
Alejandro Brana	Student
Jennifer Hernandez	Business/Community
Maria Nunez	Principal

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

The SIP is a permanent agenda item at all SAC meetings; data from formal assessments and strategy implementation, including goal progress, was monitored throughout the 2013-2014 school year and shared / discussed at quarterly meetings. During the fourth quarterly SAC meeting held May 6, 2014 the council members reviewed the SIP and any recommendations were documented on the End-of-Year Review.

Development of this school improvement plan

During the fourth quarterly SAC meeting held May 6, 2014 the council members reviewed the 2013-2014 School Improvement Plan and provided recommendations for the development of 2014-2015 SIP. The SIP is a permanent agenda item at all SAC meetings; data from formal assessments and strategy implementation, including goal progress, was monitored throughout the 2013-2014 school year and shared / discussed at quarterly meetings. Revisions, if needed, were documented in the SIP Mid-Year Review and the SIP End-of-year Review during the fourth quarterly meeting. Also during the fourth quarterly meeting, the council members approved this year's SIP writing team.

Preparation of the school's annual budget and plan

At the September meeting, the EESAC reviewed the school improvement funds. Allocations will be determined for each SIP goal that will include professional development for teachers and instructional materials.

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

Projected SAC funds allocations to support student learning initiatives:
 Extended School Day - \$1,000; Saturday Success Academy - \$1,000; Activities - \$365; Educational Field Trips - \$300

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
Almendarez, Adriana	Teacher, K-12
Casares, Elena	Teacher, K-12
Escoto, Michelle	Guidance Counselor
Estrada, Amelia	Assistant Principal
Goble, Florangel	Teacher, K-12
Gonzalez, Adielys	Teacher, K-12
Hass, DuWayne	Teacher, K-12
Kairalla, Jennifer	Assistant Principal
Llambes, Greide	Teacher, K-12
Nunez, Maria	Principal
Sainz, Cassandra	Teacher, K-12
Santos, Zuleika	Teacher, ESE
Talavera, Carmen	Teacher, K-12
Wake, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT creates capacity of reading knowledge within the school and focuses on areas of literacy concerns across the disciplines. The school-based LLT meets once a month and mainly serves the purpose of implementing the K-12 Comprehensive Research-based Reading Plan with fidelity. One of the major initiatives of the LLT will be to maintain a connection to the school's RtI process by using the RtI problem solving approach to ensure that a MTSS of reading support is present and effective. Recognizing and affirming teachers' successes in the area of literacy is a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community. This will be supported by initiating Sustained Silent Reading during homeroom. In addition, every student will be required to read a minimum of three novels per quarter and submit a literacy project to their English Language Arts Teacher.

The LLT will continue to implement activities such as literacy week, a book fair with a parent night, and book clubs for students and parents. The LLT will be supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Community meetings. During the Early Release days as well as Professional Development Days, activities are designed to provide time for teachers to meet and collaborate by common content. Research-based protocols are used to focus the meetings on students' academic needs and effective assessments. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The Principal, Assistant Principal, Department Chairs and Professional Development Liaison are responsible for implementing and monitoring the school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers. In order to recruit highly qualified staff, Pinecrest Academy Charter Middle partners with local institutions to promote student interns. Pinecrest posts job openings on various websites catered to teachers, as well as on their website.

In order to develop and retain highly qualified, certified-in-field, effective teachers, the Leadership Team:

- Partners new and beginning teachers with veteran teachers.
- Provides leadership opportunities for teachers.
- Tailors professional development based on teacher needs.
- Facilitates and coordinates Professional Learning Communities (PLCs) during Early Release days.

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

The Pinecrest Academy Charter Middle School mentoring program entails pairing first and second year teachers with highly qualified, certified-in-field, effective teachers within the same subject area, if possible. Teachers with previous teaching experience and teachers within their second and third year of teaching receive a buddy teacher. The mentor is given release time to observe the mentee, and vice versa. The mentor and mentee will meet bi-monthly for feedback, coaching and planning.

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

All core instructional material is state and district adopted and is aligned to the Florida Standards. The school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum across all disciplines. Instructional lessons are designed to follow the MDCPS Pacing Guides and CPALMS is used as a tool to further effectively implement the Florida Standards. In addition, the Science and Social Studies curriculum infuses the Literacy Standards in order to support school improvement initiatives.

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

The MTSS team meets monthly to discuss the results of classroom based assessments (formative and summative) as well as district interim assessments. In addition, the Leadership Team meets monthly with Department Chairs to analyze student performance and assure that all classroom-based assessments are rigorous and aligned to the Florida Standards. When needed, instructional time is allocated for remediation. Supplemental research-based instructional programs, such as IXL, iReady, and Achieve3000, "push and pull" students, supporting their the diverse learning needs. These programs assist students having difficulty attaining the proficient or advanced level on state assessments. Furthermore, all students that obtained a Level 1 or 2 in the Reading and/or Mathematics FCAT 2.0 assessments are placed in an intensive remediation class.

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: 2,640

All students will benefit from the school-wide tutoring programs offered at Pinecrest Academy Charter Middle School. The after school program targets students demonstrating deficiency in Science and EOC courses. The program runs from January to April, Monday through Thursday for 60 minutes per session.

Strategy Rationale

The tutoring sessions are focused on content-specific material, as well as test taking skills. Emphasis is on remediation, ensuring students master concepts not attained during the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nunez, Maria, mbnunez@dadeschools.net

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

Mini benchmark assessments are administered bi-monthly and data is analyzed to determine if prescriptive lessons are meeting the needs of the students. If needed, instruction is adjusted.

Strategy: Weekend Program

Minutes added to school year: 1,260

The Saturday Success Academy program begins in January and ends in April. This program is offered for seven consecutive Saturdays for three hours per session. Students that achieved a high level 2 or low level on the 2014 administration of the Reading and/or Mathematics FCAT 2.0 are required to attend.

Strategy Rationale

These tutoring sessions are focused on test taking skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nunez, Maria, mbnunez@dadeschools.net

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

Mini benchmark assessments are administered every two sessions and data is analyzed to determine if lessons are meeting the needs of the students. If needed, instruction is adjusted.

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

Pinecrest Academy Charter Middle School hosts a fall orientation for all interested families. During this meeting, staff outlines the school's mission, vision, and academic programs. Once the application/enrollment period concludes (lottery process), the student services department works very closely with the students to ensure proper placement in academic courses. In addition, prior to the first day of school, all new incoming students are invited to attend an on-campus orientation and given the opportunity to meet their teachers and tour the building. Student grade level orientations are held during the second week of school to discuss cohort requirements. School Counselor closely progress monitors all eighth grade students to ensure a seamless transition into high 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

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

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

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

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.** Pinecrest Academy Charter Middle will implement writing strategies across content areas.
- G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will address academic performance, attendance, and behavior.
- G3.** Provide additional opportunities for students to engage in STEM related activities.
- G4.** Provide opportunities for parents to gain knowledge on the importance of progress monitoring, promoting shared responsibility of student's success and academic achievement.

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 Charter Middle will implement writing strategies across content areas. 1a

G045232

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Reading - ELL	74.0
Middle School Performance in EOC and Industry Certifications	100.0
FSA - Mathematics - Proficiency Rate	80.0
Math Lowest 25% Gains	78.0
Math Gains	73.0
Math Gains	69.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	100.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	78.0
CELLA Listening/Speaking Proficiency	70.0
FSA - English Language Arts - Proficiency Rate	89.0
AMO Math - ELL	69.0
AMO Math - SWD	61.0
FCAT 2.0 Science Proficiency	42.0
Bio I EOC Pass	95.0

Resources Available to Support the Goal 2

- Highly Qualified Personnel, professional development opportunities, instructional materials, master schedule, research-based curriculum, rigorous instruction, funding, school-wide leadership initiatives, community partners, and school culture.

Targeted Barriers to Achieving the Goal 3

- In English Language Arts, all students, including the English Language Learners and students performing in the lower quartile, have limited skills in using textual evidence to support their claims in their writing responses.
- In Mathematics, all students, including English Language Learners, Students With Disabilities, and students performing in the lower quartile, have limited skills in providing written responses to word problems and drafting equation responses.
- In Science, all students have limited skills in writing lab reports, an integral part of the scientific process.
- In Social Studies, all students have limited skills in responding to Document Based Questions.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor the lesson plans to ensure strategy is infused in the lessons. During informal and formal observations, leadership team will monitor how students are applying the strategy when analyzing text and survey student produced work. In the MTSS/Curriculum Council meetings, Leadership Team and Department Chairs will review gathered data.

Person Responsible

Maria Nunez

Schedule

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

Evidence of Completion

Lesson Plans; informal and formal observations; student work; MTSS Curriculum Council Agenda and Minutes.

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will address academic performance, attendance, and behavior. 1a

G048604

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0
Attendance Below 90% Grade 06	2.0
Attendance Below 90% Grade 07	6.0
2+ Course Failures - Middle Grades	5.0
Attendance Below 90% Grade 08	6.0
Course Failures ELA	3.0
Course Failures Mathematics	5.0
Level 1 - Grade 06	20.0
Level 1 - Grade 07	15.0
One or More Suspensions	13.0
Retained Students	10.0
Level 1 - Grade 08	10.0

Resources Available to Support the Goal 2

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership, community partners, and positive school culture.

Targeted Barriers to Achieving the Goal 3

- Parents of students exhibiting at-risk for retention have limited skills to effectively progress monitor their children.
- Students are having difficulty arriving to school in a timely manner.
- Students are unaware of the consequences listed in the MDCPS Code of Student Conduct and on the Pinecrest Academy Charter Middle School Parent and Student Handbook.

Plan to Monitor Progress Toward G2. 8

The MTSS will evaluate the EWS reports to determine if the strategy was effective.

Person Responsible

Maria Nunez

Schedule

Semiannually, from 9/12/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets; meeting agendas; meeting minutes (when applicable); counselor input; student achievement data (classroom-based formative and summative assessments and district-mandated interim assessments); and parent input.

G3. Provide additional opportunities for students to engage in STEM related activities. 1a

G048858

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	100.0

Resources Available to Support the Goal 2

- Personnel
- Curriculum
- Community Resources

Targeted Barriers to Achieving the Goal 3

- Budget

Plan to Monitor Progress Toward G3. 8

Activity request forms will be collected and reviewed.

Person Responsible

Jennifer Kairalla

Schedule

Semiannually, from 8/25/2014 to 5/25/2015

Evidence of Completion

Activity request forms and logs.

G4. Provide opportunities for parents to gain knowledge on the importance of progress monitoring, promoting shared responsibility of student's success and academic achievement. 1a

G048943

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- School Advisory Council
- Personnel
- Community Members
- Technology
- Facility

Targeted Barriers to Achieving the Goal 3

- Parents lack knowledge of the resources available to them.

Plan to Monitor Progress Toward G4. 8

Analyze the number of activities hosted throughout the school year.

Person Responsible

Maria Nunez

Schedule

Semiannually, from 8/25/2014 to 5/25/2015

Evidence of Completion

School-wide calendar; parent sign-in sheets; meeting agendas and minutes when applicable; parent survey

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 Charter Middle will implement writing strategies across content areas. **1**

 G045232

G1.B1 In English Language Arts, all students, including the English Language Learners and students performing in the lower quartile, have limited skills in using textual evidence to support their claims in their writing responses. **2**

 B111646

G1.B1.S1 Using the CollegeBoard Pre-AP research-based curriculum, SpringBoard, students will be required to use the SOAPStone strategy. **4**

 S139667

Strategy Rationale

SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that students must first ask themselves, and then answer, as they begin to plan their writing. This strategy dissects the work of professional writers, providing students the opportunity to identify and use these central components as a basis for their own writing.

Action Step 1 **5**

Students will be using the SOAPStone strategy when analyzing a text in preparation for their own writing.

Person Responsible

Amelia Estrada

Schedule

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

Evidence of Completion

Lesson Plans; student work; informal and formal observations

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

Leadership team and department chair will review lesson plans and results of informal and formal observations to monitor the fidelity of implementation. During department meetings, ELA teachers will share best practices and support will be provided when needed.

Person Responsible

Amelia Estrada

Schedule

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

Evidence of Completion

Lesson Plans; IPEGS teacher evaluations; MTSS / Curriculum Council meeting agenda and minutes; ELA Department meeting agenda and minutes

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

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.

Person Responsible

Amelia Estrada

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015


Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.

G1.B2 In Mathematics, all students, including English Language Learners, Students With Disabilities, and students performing in the lower quartile, have limited skills in providing written responses to word problems and drafting equation responses. **2**

 B127486

G1.B2.S1 All lessons will incorporate written responses that require students to explain, justify and define the process to solve complex mathematical problems. **4**

 S139720

Strategy Rationale

Students will be using this strategy in order to increase mathematical reasoning and gain necessary problem solving skills.

Action Step 1 **5**

Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.

Person Responsible

Jennifer Kairalla

Schedule

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

Evidence of Completion

Lesson Plans; Student work; informal and formal observations.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

The Leadership Team and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Math teachers will share best practices and support will be provided when needed.

Person Responsible

Jennifer Kairalla

Schedule

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

Evidence of Completion

Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Math Department meeting agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.

Person Responsible

Jennifer Kairalla


Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015


Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.

G1.B3 In Science, all students have limited skills in writing lab reports, an integral part of the scientific process. 2

 B127519

G1.B3.S1 In all science classes, students are using a science interactive notebook in which they journal all seven steps of the lab procedures in order to effectively complete The Parts of a Lab Report Step-by-Step Checklist. 4

 S139718

Strategy Rationale

By using the science interactive notebook, students will be able to effectively complete a Lab Report.

Action Step 1 5

Students will be using their science interactive notebook in order to complete the Lab Report.

Person Responsible

Jennifer Kairalla

Schedule

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

Evidence of Completion

Lesson Plans; Student work; informal and formal observations.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The Leadership Team and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Science teachers will share best practices and support will be provided when needed.

Person Responsible

Jennifer Kairalla

Schedule

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

Evidence of Completion

Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Science Department meeting agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.

Person Responsible

Jennifer Kairalla

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.

G1.B4 In Social Studies, all students have limited skills in responding to Document Based Questions. 2

B127526

G1.B4.S1 Students will be required to use the Pre-AP research-based strategy, APHITS, to analyze primary source documents. 4

S139703

Strategy Rationale

APHITS (Authors Purpose, Point of View, Historic Context, Intended Audience, Thesis, Significance) is an acronym for a series of questions that students must first ask themselves, and then answer, as they begin to plan their writing. This strategy dissects the primary source, providing students the opportunity to identify and use these central components as a basis for their own writing.

Action Step 1 5

Students will be using the APHITS strategy when analyzing a primary source document in preparation for their own writing.

Person Responsible

Amelia Estrada

Schedule

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

Evidence of Completion

Lesson Plans; student work; informal and formal observations.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The Leadership Team and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Social Studies teachers will share best practices and support will be provide when needed.

Person Responsible

Amelia Estrada

Schedule

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

Evidence of Completion

Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Social Studies Department meeting agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.

Person Responsible

Amelia Estrada

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will address academic performance, attendance, and behavior. 1

G048604

G2.B1 Parents of students exhibiting at-risk for retention have limited skills to effectively progress monitor their children. 2

B121284

G2.B1.S1 School will host monthly informational meetings, in English and Spanish, targeting various topics such as accessing the parent portal, curriculum changes, and strategies that can help students that are performing below grade level. The information will also be available on the school website for those parents that cannot attend the live sessions. 4

S139729

Strategy Rationale

By hosting the informational meetings, parents will learn about the tools available for effective progress monitoring.

Action Step 1 5

The school will schedule the monthly meetings in the early evening to provide parents the opportunity to attend.

Person Responsible

Amelia Estrada

Schedule

Monthly, from 9/11/2014 to 6/4/2015

Evidence of Completion

Parent sign-in sheets; meeting agendas; meeting minutes (when applicable); website; copy of PowerPoint presentations.

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

The MTSS team will look at the documentation and evaluate the effectiveness of the sessions.

Person Responsible

Amelia Estrada

Schedule

Monthly, from 9/11/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets; meeting agendas; meeting minutes (when applicable); counselor input; student achievement data (classroom-based formative and summative assessments and district-mandated interim assessments); and parent input.

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

The MTSS team will monitor attendance to these sessions.

Person Responsible

Amelia Estrada

Schedule

Every 6 Weeks, from 9/11/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets; meeting agendas; meeting minutes (when applicable); counselor input; student achievement data (classroom-based formative and summative assessments and district-mandated interim assessments); and parent input.

G2.B2 Students are having difficulty arriving to school in a timely manner. 2

 B133007

G2.B2.S1 The Blackboard Connect-Ed messenger will be used for those students that exhibit excessive tardies (5 or more). Monday morning detentions will be issued. 4

 S144947

Strategy Rationale

To eliminate or reduce tardy rate.

Action Step 1 5

Monday morning detentions will be issued to students exhibiting excessive tardies (5 or more).

Person Responsible

Amelia Estrada

Schedule

Daily, from 8/18/2014 to 5/26/2015

Evidence of Completion

Plasco reports and district attendance reports

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

The MTSS team will look at the Plasco and attendance reports to evaluate the effectiveness of the strategy.

Person Responsible

Amelia Estrada

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Plasco and district attendance reports

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

The MTSS will evaluate the EWS reports to determine if the strategy was effective.

Person Responsible

Amelia Estrada


Schedule

Every 6 Weeks, from 8/18/2014 to 5/26/2015

Evidence of Completion

Plasco reports; district attendance reports; student achievement data; and parent input.

G2.B3 Students are unaware of the consequences listed in the MDCPS Code of Student Conduct and on the Pinecrest Academy Charter Middle School Parent and Student Handbook. **2**

 B133009

G2.B3.S1 The Leadership Team will continue to implement the progressive school discipline plan. **4**

 S144950

Strategy Rationale

Students and parents are not reading documents sent home and posted on the school website.

Action Step 1 **5**

The Student Services department will progress the students exhibiting at-risk behaviors and report findings to the MTSS team for further assistance.

Person Responsible

Amelia Estrada

Schedule

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

Evidence of Completion

Suspension reports

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

The MTSS team will look at the suspension reports and evaluate the effectiveness of the strategy.

Person Responsible

Amelia Estrada

Schedule

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

Evidence of Completion

Suspension reports

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

The MTSS will evaluate the EWS reports to determine if the strategy was effective.

Person Responsible

Maria Nunez

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015


Evidence of Completion

MTSS meeting agendas; meeting minutes (when applicable); counselor input; suspension reports


G3. Provide additional opportunities for students to engage in STEM related activities. 1

 G048858

G3.B1 Budget 2

 B122047

G3.B1.S1 Expand relationships with community members working in STEM related careers at local universities and businesses. 4

 S134076

Strategy Rationale

Continue to provide STEM experiences to all students without the additional cost to school budget.

Action Step 1 5

Coordinate and schedule in-house STEM activities, including extracurricular and presentations.

Person Responsible

Jennifer Kairalla

Schedule

Every 2 Months, from 8/25/2014 to 5/25/2015

Evidence of Completion

Field trip logs; Activity request forms; club meeting agenda and minutes; website

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

All activities will be scheduled and noted on the school-wide master calendar to ensure progress and fidelity of implementation.

Person Responsible

Jennifer Kairalla

Schedule

Monthly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Curriculum Council Agenda and Meeting Minutes; EESAC Agenda and Meeting Minutes

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

All activities will be scheduled and noted on the school-wide master calendar to ensure progress and fidelity of implementation.

Person Responsible

Jennifer Kairalla

Schedule

Monthly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Curriculum Council Agenda and Meeting Minutes; EESAC Agenda and Meeting Minutes

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

Activity logs will be collected and analyzed to ensure a variety of STEM activities are provided to students.

Person Responsible

Jennifer Kairalla

Schedule

Semiannually, from 8/25/2014 to 5/25/2015

Evidence of Completion

Activity logs; school-wide master calendar; website; club meeting agenda and minutes

G4. Provide opportunities for parents to gain knowledge on the importance of progress monitoring, promoting shared responsibility of student's success and academic achievement. 1

G048943

G4.B3 Parents lack knowledge of the resources available to them. 2

B122322

G4.B3.S1 Host parent workshops focused on the available technology tools that will assist in progress monitoring their child. 4

S134258

Strategy Rationale

Student achievement will increase if parents have the knowledge necessary to effectively use the technology tools available to them.

Action Step 1 5

Schedule parent workshops and presentations

Person Responsible

Maria Nunez

Schedule

Every 6 Weeks, from 8/25/2014 to 5/25/2015

Evidence of Completion

Parent sign-in sheets; website calendar; activity request logs

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

All parent workshops will be scheduled and noted on the school-wide master schedule.

Person Responsible

Amelia Estrada

Schedule

Every 6 Weeks, from 8/25/2014 to 5/25/2015

Evidence of Completion

Curriculum Council Agenda and Meeting Minutes; EESAC Agenda and Meeting Minutes; Student Services presentations

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Survey parents at the conclusion of each workshop and/or presentation.

Person Responsible

Maria Nunez

Schedule

Every 6 Weeks, from 8/25/2014 to 5/25/2015

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Survey parents at the conclusion of each workshop and/or presentation.

Person Responsible

Maria Nunez

Schedule

Every 6 Weeks, from 8/25/2014 to 5/25/2015

Evidence of Completion

Survey results

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
G3.B1.S1.A1	Coordinate and schedule in-house STEM activities, including extracurricular and presentations.	Kairalla, Jennifer	8/25/2014	Field trip logs; Activity request forms; club meeting agenda and minutes; website	5/25/2015 every-2-months
G4.B3.S1.A1	Schedule parent workshops and presentations	Nunez, Maria	8/25/2014	Parent sign-in sheets; website calendar; activity request logs	5/25/2015 every-6-weeks
G1.B1.S1.A1	Students will be using the SOAPSTone strategy when analyzing a text in preparation for their own writing.	Estrada, Amelia	8/18/2014	Lesson Plans; student work; informal and formal observations	6/4/2015 daily
G1.B4.S1.A1	Students will be using the APHITS strategy when analyzing a primary source document in preparation for their own writing.	Estrada, Amelia	8/18/2014	Lesson Plans; student work; informal and formal observations.	6/4/2015 monthly
G1.B3.S1.A1	Students will be using their science interactive notebook in order to complete the Lab Report.	Kairalla, Jennifer	8/18/2014	Lesson Plans; Student work; informal and formal observations.	6/4/2015 monthly
G1.B2.S1.A1	Students will be using written responses in order to master	Kairalla, Jennifer	8/18/2014	Lesson Plans; Student work; informal and formal observations.	6/4/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	mathematical concepts that require complex problem solving skills.				
G2.B1.S1.A1	The school will schedule the monthly meetings in the early evening to provide parents the opportunity to attend.	Estrada, Amelia	9/11/2014	Parent sign-in sheets; meeting agendas; meeting minutes (when applicable); website; copy of PowerPoint presentations.	6/4/2015 monthly
G2.B2.S1.A1	Monday morning detentions will be issued to students exhibiting excessive tardies (5 or more).	Estrada, Amelia	8/18/2014	Plasco reports and district attendance reports	5/26/2015 daily
G2.B3.S1.A1	The Student Services department will progress the students exhibiting at-risk behaviors and report findings to the MTSS team for further assistance.	Estrada, Amelia	8/18/2014	Suspension reports	6/4/2015 daily
G1.MA1	The Leadership Team will monitor the lesson plans to ensure strategy is infused in the lessons. During informal and formal observations, leadership team will monitor how students are applying the strategy when analyzing text and survey student produced work. In the MTSS/Curriculum Council meetings, Leadership Team and Department Chairs will review gathered data.	Nunez, Maria	8/18/2014	Lesson Plans; informal and formal observations; student work; MTSS Curriculum Council Agenda and Minutes.	6/4/2015 quarterly
G1.B1.S1.MA1	Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.	Estrada, Amelia	8/18/2014	Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.	6/4/2015 every-6-weeks
G1.B1.S1.MA1	Leadership team and department chair will review lesson plans and results of informal and formal observations to monitor the fidelity of implementation. During department meetings, ELA teachers will share best practices and support will be provided when needed.	Estrada, Amelia	8/18/2014	Lesson Plans; IPEGS teacher evaluations; MTSS / Curriculum Council meeting agenda and minutes; ELA Department meeting agenda and minutes	6/4/2015 monthly
G1.B4.S1.MA1	Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.	Estrada, Amelia	8/18/2014	Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.	6/4/2015 every-6-weeks
G1.B4.S1.MA1	The Leadership Team and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Social Studies teachers will share best practices and support will be provide when needed.	Estrada, Amelia	8/18/2014	Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Social Studies Department meeting agenda and minutes	6/4/2015 monthly
G1.B3.S1.MA1	Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.	Kairalla, Jennifer	8/18/2014	Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.	6/4/2015 every-6-weeks
G1.B3.S1.MA1	The Leadership Team and Department Chairs will review lesson plans and result of informal and formal	Kairalla, Jennifer	8/18/2014	Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Science	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	observations to monitor the fidelity of implementation. During Department meetings, Science teachers will share best practices and support will be provided when needed.			Department meeting agenda and minutes	
G1.B2.S1.MA1	Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.	Kairalla, Jennifer	8/18/2014	Results of classroom-based formative and summative assessments; IPEGS teacher observations; results of district-mandated interim assessments; MTSS/Curriculum Council meeting agenda and minutes.	6/4/2015 every-6-weeks
G1.B2.S1.MA1	The Leadership Team and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Math teachers will share best practices and support will be provided when needed.	Kairalla, Jennifer	8/18/2014	Lesson plans; IPEGS teacher evaluations; MTSS/Curriculum Council meeting agenda and minutes; Math Department meeting agenda and minutes	6/4/2015 monthly
G2.MA1	The MTSS will evaluate the EWS reports to determine if the strategy was effective.	Nunez, Maria	9/12/2014	Sign-in sheets; meeting agendas; meeting minutes (when applicable); counselor input; student achievement data (classroom-based formative and summative assessments and district-mandated interim assessments); and parent input.	6/4/2015 semiannually
G2.B1.S1.MA1	The MTSS team will monitor attendance to these sessions.	Estrada, Amelia	9/11/2014	Sign-in sheets; meeting agendas; meeting minutes (when applicable); counselor input; student achievement data (classroom-based formative and summative assessments and district-mandated interim assessments); and parent input.	6/4/2015 every-6-weeks
G2.B1.S1.MA1	The MTSS team will look at the documentation and evaluate the effectiveness of the sessions.	Estrada, Amelia	9/11/2014	Sign-in sheets; meeting agendas; meeting minutes (when applicable); counselor input; student achievement data (classroom-based formative and summative assessments and district-mandated interim assessments); and parent input.	6/4/2015 monthly
G2.B2.S1.MA1	The MTSS will evaluate the EWS reports to determine if the strategy was effective.	Estrada, Amelia	8/18/2014	Plasco reports; district attendance reports; student achievement data; and parent input.	5/26/2015 every-6-weeks
G2.B2.S1.MA1	The MTSS team will look at the Plasco and attendance reports to evaluate the effectiveness of the strategy.	Estrada, Amelia	8/18/2014	Plasco and district attendance reports	5/26/2015 monthly
G2.B3.S1.MA1	The MTSS will evaluate the EWS reports to determine if the strategy was effective.	Nunez, Maria	8/18/2014	MTSS meeting agendas; meeting minutes (when applicable); counselor input; suspension reports	6/4/2015 every-6-weeks
G2.B3.S1.MA1	The MTSS team will look at the suspension reports and evaluate the effectiveness of the strategy.	Estrada, Amelia	8/18/2014	Suspension reports	6/4/2015 monthly
G3.MA1	Activity request forms will be collected and reviewed.	Kairalla, Jennifer	8/25/2014	Activity request forms and logs.	5/25/2015 semiannually
G3.B1.S1.MA1	Activity logs will be collected and analyzed to ensure a variety of STEM activities are provided to students.	Kairalla, Jennifer	8/25/2014	Activity logs; school-wide master calendar; website; club meeting agenda and minutes	5/25/2015 semiannually
G3.B1.S1.MA1	All activities will be scheduled and noted on the school-wide master calendar to ensure progress and fidelity of implementation.	Kairalla, Jennifer	8/25/2014	Curriculum Council Agenda and Meeting Minutes; EESAC Agenda and Meeting Minutes	5/25/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	All activities will be scheduled and noted on the school-wide master calendar to ensure progress and fidelity of implementation.	Kairalla, Jennifer	8/25/2014	Curriculum Council Agenda and Meeting Minutes; EESAC Agenda and Meeting Minutes	5/25/2015 monthly
G4.MA1	Analyze the number of activities hosted throughout the school year.	Nunez, Maria	8/25/2014	School-wide calendar; parent sign-in sheets; meeting agendas and minutes when applicable; parent survey	5/25/2015 semiannually
G4.B3.S1.MA1	Survey parents at the conclusion of each workshop and/or presentation.	Nunez, Maria	8/25/2014	Survey results	5/25/2015 every-6-weeks
G4.B3.S1.MA1	Survey parents at the conclusion of each workshop and/or presentation.	Nunez, Maria	8/25/2014	Survey results	5/25/2015 every-6-weeks
G4.B3.S1.MA1	All parent workshops will be scheduled and noted on the school-wide master schedule.	Estrada, Amelia	8/25/2014	Curriculum Council Agenda and Meeting Minutes; EESAC Agenda and Meeting Minutes; Student Services presentations	5/25/2015 every-6-weeks

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 Charter Middle will implement writing strategies across content areas.

G1.B1 In English Language Arts, all students, including the English Language Learners and students performing in the lower quartile, have limited skills in using textual evidence to support their claims in their writing responses.

G1.B1.S1 Using the CollegeBoard Pre-AP research-based curriculum, SpringBoard, students will be required to use the SOAPStone strategy.

PD Opportunity 1

Students will be using the SOAPStone strategy when analyzing a text in preparation for their own writing.

Facilitator

SpringBoard certified trainer

Participants

ELA Teachers

Schedule

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

G1.B2 In Mathematics, all students, including English Language Learners, Students With Disabilities, and students performing in the lower quartile, have limited skills in providing written responses to word problems and drafting equation responses.

G1.B2.S1 All lessons will incorporate written responses that require students to explain, justify and define the process to solve complex mathematical problems.

PD Opportunity 1

Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.

Facilitator

Patricia Vasta, Department Chair

Participants

Math Teachers

Schedule

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

G1.B3 In Science, all students have limited skills in writing lab reports, an integral part of the scientific process.

G1.B3.S1 In all science classes, students are using a science interactive notebook in which they journal all seven steps of the lab procedures in order to effectively complete The Parts of a Lab Report Step-by-Step Checklist.

PD Opportunity 1

Students will be using their science interactive notebook in order to complete the Lab Report.

Facilitator

Claudia Jurado, Department Chair

Participants

Science Teachers

Schedule

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

G1.B4 In Social Studies, all students have limited skills in responding to Document Based Questions.

G1.B4.S1 Students will be required to use the Pre-AP research-based strategy, APHITS, to analyze primary source documents.

PD Opportunity 1

Students will be using the APHITS strategy when analyzing a primary source document in preparation for their own writing.

Facilitator

DuWayne Hass, Department Chair

Participants

Social Studies Teachers

Schedule

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

G3. Provide additional opportunities for students to engage in STEM related activities.

G3.B1 Budget

G3.B1.S1 Expand relationships with community members working in STEM related careers at local universities and businesses.

PD Opportunity 1

Coordinate and schedule in-house STEM activities, including extracurricular and presentations.

Facilitator

STEM Coordinator

Participants

Math, Science, and Technology teachers

Schedule

Every 2 Months, from 8/25/2014 to 5/25/2015

Technical Assistance Items

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

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will address academic performance, attendance, and behavior.

G2.B1 Parents of students exhibiting at-risk for retention have limited skills to effectively progress monitor their children.

G2.B1.S1 School will host monthly informational meetings, in English and Spanish, targeting various topics such as accessing the parent portal, curriculum changes, and strategies that can help students that are performing below grade level. The information will also be available on the school website for those parents that cannot attend the live sessions.

PD Opportunity 1

The school will schedule the monthly meetings in the early evening to provide parents the opportunity to attend.

Facilitator

School Counselors; Leadership Team; Community Agencies

Participants

Parents

Schedule

Monthly, from 9/11/2014 to 6/4/2015

Budget Rollup

Summary	
Description	Total
Goal 1: Pinecrest Academy Charter Middle will implement writing strategies across content areas.	2,665
Grand Total	2,665

Goal 1: Pinecrest Academy Charter Middle will implement writing strategies across content areas.		
Description	Source	Total
B1.S1.A1 - SAC	Other	2,665
Total Goal 1		2,665