

Pinecrest Preparatory Academy

14301 SW 42ND ST, Miami, FL 33175

<http://pinecrestacademysouth.dadeschools.net>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

50%

Alternative/ESE Center

No

Charter School

Yes

Minority

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>.

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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

At Pinecrest Preparatory Academy, the "Panthers" live by this mission:
Placing emphasis on Individual student achievement by Nurturing a positive Environment which Causes the Raising of Expectations and Standards Through innovative teaching methods designed to achieve success.

This mission statement is present throughout the school. It assures that any visitor will be aware of the commitment to the beliefs and mission.

In establishing an innovative program, Pinecrest Preparatory Academy has identified five basic concepts:

A learner sensitive learning environment that allows students to learn and progress at their individual pace.

Small classroom sizes to allow greater attention to students.

A parental involvement obligation to ensure, where possible, that parents will actively participate in his/her child's education.

An emphasis on character development encouraged through community service programs and volunteerism through Panther Values Program.

An emphasis on course materials that will prepare our students for future academic success.

As educators, the staff of Pinecrest Preparatory Academy recognizes that the key to the success of this program is flexibility and a willingness to work with interested and concerned parents, teachers, and community members in designing the school facility and implementing the program.

Provide the school's vision statement

Pinecrest Preparatory Academy establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

The vision of Pinecrest Preparatory 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.

Beliefs:

Student learning is the primary focus of the school.

Each student is intellectually, physically, and emotionally unique as an individual.

Students learn in a variety of ways and should be given the opportunity to learn with different strategies and techniques.

Administrators, teachers, staff, parents, and community members agree to hold high goals and standards in order for students to achieve success.

Parents and teachers are partners in the education process.

The school community is committed to continuous improvement to enable students to become lifelong learners.

The core philosophy and underlying purpose of Pinecrest Preparatory Academy are reflected in learning environments that allows students to learn and progress at their individual pace. Setting high standards and supporting students through the process of achieving the standards will foster an environment of success. Pinecrest Preparatory Academy teachers adapt their instructional strategies to meet the individual styles of each student.

School Environment

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

The process for the school to learn about our student's cultures and thus build relationship between teachers and students include: 1. Use of lessons that incorporate history, literature, arts, and perspectives of the student ethnicities and nationalities represented in their classes. 2. School activities that incorporate multicultural songs, dances, and performances; and also posters, flags, and other educational materials featured throughout the school that reflect the cultural diversity of the students and school community. 3. School wide programs and celebrations throughout the year that emphasizes multicultural diversity. 4. Family collaboration and support integrate the students' cultures into school activities to build awareness about cultural differences.

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

To create an ideal environment for all our students the school will implement a school-wide behavioral support system that promotes character education. By teaching character keys, the students will learn honesty, self-regulation, responsibility, perseverance, empathy and, self-confidence. These keys are taught in classroom settings, school wide activities and events, and through counseling services. Furthermore, by following a Safe and Supportive School Model we establish a school environment free of harassment, bullying, and discrimination to ensure a positive impact on student's achievement and behavior.

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

To minimize distraction and keep students engaged during instructional time, the school continually promotes the school's mission, vision and values, expected behaviors, and rewards and consequences; teachers and other school staff make behavior expectations clear through special classroom lessons, morning announcements, and behavior management program tools. Other strategies used by the school are: 1. A discipline referral system and procedures. 2. Training for school personnel. 3. Implementation of a PBIS system to promote good behaviors.

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

To ensure social-emotional needs of students the school possesses a comprehensive counseling program that includes: individual counseling, group counseling, peer mediation mentoring, school-wide activities that promote well-being and safety, and follow ups to counseling for referred students.

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

Our EWS is driven and supported by student's academic data, which is revised every quarter through the school's data based program. Also, referrals and defined behaviors are documented, tracked, and utilized to provide interventions where appropriate. We categorize students At-Risk or Off-Track if one or more indicators are identified.

INDICATORS:

Our students are automatically flagged every quarter based on:

1. Students that exceed a maximum of 5 unexcused absences, 10 excused absences, and/or 10

tardies or early dismissals.

2. Students with one or more suspensions.
3. Course failure: failing 1 or more classes.
4. Locally defined behavior indicators and/or 4+ ODR (Office Discipline Referral) per year or 2 per semester.
5. A Level 1 score on the statewide standardized assessment in English or Math.

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	
	5	Total
Attendance below 90 percent	13	13
One or more suspensions	2	2
Course failure in ELA or Math	14	14
Level 1 on statewide assessment	25	25

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

The intervention strategies used for students identified by EWS are:

- *Parent warning notifications.
- * Parent and Teacher consultations.
- *Administration Referrals.
- * Individual Counseling.
- * Group Counseling.
- * Implementation of a Progress Monitoring Plan.
- * Implementation of RTI -Response to Intervention.
- *Student Contract to help engage into expected behaviors.
- *Problem-Solving Team Meetings
- *School-Wide interventions to promote expected behaviors and support students off-track.

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

The School's parental involvement target is to maintain high parent commitment in school-wide activities. This commitment is evident through school surveys , sign-in sheets and percent participation in school-wide activities.

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 Preparatory Academy builds and sustains partnerships with local communities in the following ways:

1. Reviewing list of local contacts partnered with the school.
2. Identifying the local contacts through mapping.
3. Learning about their mission and how their resources can be part of our educational mission.
4. Meeting with each of them to evaluate their interest in an educational partnership.
5. Updating the list of local community partnership to maintain communication.

Also, every year the school's parental involvement is encouraged to strengthen community support for every event and/or specific school activity.

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
Diaz, Ana	Principal
Nario, Vanessa	Assistant Principal
Ramirez, Denise	Instructional Coach
Acosta, Maria	Guidance Counselor
Hasbun-Alcorta, Andrea	Teacher, ESE

Duties

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

The Pinecrest Preparatory Academy Leadership Team is comprised of administration, faculty and staff.

Ana C. Diaz

Principal: The Principal provides a common vision for the use of data-based decision-making. The Principal ensures that the school based team is implementing MTSS, intervention and documentation, and adequate professional development to support staff. The Principal oversees the implementation of Rtl skills of school staff and communicates with parents regarding school-based Rtl plans and activities.

Ms. Vanessa Nario

Assistant Principal: Assists the Principal in carrying out the vision/mission and the implementation of Rtl.

Test Chairperson: Provides data based on state, district and school-wide based assessments.

Ms. Denise Ramirez

Instructional Coach: (Reading, Mathematics, Science) Attends meetings and relays pertinent information to the Leadership Team. Assists the Test Chair in collecting and analyzing data from

Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Department Chair: (English Language Learners (ELL), Mathematics, Science, and Grade Level Chairs): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Engage in classroom observations to assure implementation of the school improvement efforts.

Ms. Delia Hoffmeister, Ms. Fabienne Valdes, Alina Torres, Jackie Garcia-Rodriguez, Francesca Veloso, and Ms. Jennifer Aja

Grade Level Chair: Offer data about general subject instruction and partake in the collection of student data while employing intervention strategies.

Dr. Andrea Hasbun – Alcorta

SPED Chair: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials.

Dr. Lissette Gonzalez

School Psychologist: Interprets and analyzes data provided by the general education teachers. Assists in the development of IEP's and will offer aid with intervention materials and strategies.

Ms. Maria Isabel Acosta

Counselor: Serves as a liaison between the families and the school to continuously support the student's social, emotional, and educational needs.

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 uses the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? Using progress monitoring reports from Wonder Works Reading & I-XL Math Programs, District Baseline and Interim Assessments, STAR Reading and Mathematics and Reading skills and benchmark assessments results.
(What progress will show a positive response?)
Students showing growth and improvement on the quarterly assessments, academic grades and meeting standards on State Assessment Tests.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS will meet to discuss student progress and address academic and/or behavior results with a 5 week period if adequate growth is not exhibited by students.)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the Tier 2 problem solving process after each OPM.

Tier 2 - The second level of support consists of supplemental instruction and interventions provided in

addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Identify students (see SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored quarterly. The Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (once a month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, the Leadership Team End of Year Tier 1 problem solving evaluates the SIP efforts and projects strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the Leadership Team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades' performance and student engagement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ana C. Diaz	Principal
Denise Ramirez	Teacher
Dr. Andrea Hasbun-Alcorta	Teacher
Jennifer Pereda	Teacher
Jennifer Aja	Teacher
Delia Hoffmeister	Teacher
Edga Brana	Parent
Jacqueline Revuelata	Parent
Barbara Alba	Parent
Sonie Suarez	Parent
Leslie Gillis	Parent
Eileen Beyra	Parent
Amanda Bengochea	Business/Community
Teresita Garcia	Education Support Employee
Grace Gillis	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

The SAC at Pinecrest Preparatory Academy Charter School is the primary body responsible for final decision making of the school by a consensus vote. School Climate Survey and Assessment Data were reviewed to determine school needs for the 2013-2014 school year. In the beginning and at the end of the school year, the SIP will be reviewed and revisions will be made based on the recommendations from the SAC members. The SIP will be monitored during the entire school year and necessary adjustments will be made.

Development of this school improvement plan

The SAC is involved in the development of all areas related to providing high quality educational programs in a safe and secure setting. The SAC also works together with the schools MTSS Leadership Team in the preparation and evaluation of the School Improvement Plan and fosters an environment of professional collaboration among the educational stakeholders of the school. In setting objectives and performance projections, the SAC considers student data, parental input and concerns, faculty characteristics, and district and state requirements. These include: (a) analysis of testing data, (b) a focus of technology and how it can best be harnessed as a tool for all stakeholders, (c) the appropriate use of fundraising monies, (d) the effective use of professional development opportunity(ies) for faculty and staff. The School Climate Survey and Assessment Data are reviewed by the SAC to assess the needs for the 2013-2014 school year.

Preparation of the school's annual budget and plan

The SAC is consistently involved in development of the School Improvement Plan. The members meet to address the school meeting the Annual Measurable Objectives (AMO) for the school year and discuss needs of the school by providing funding for remediation of students in the targeted AMO subgroups.

The SAC at Pinecrest Preparatory Academy also meets monthly to discuss and develop special events for our school to assist in the funding needs to support educational resources.

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

Saturday School Tutoring = \$3000.00

Incentives and Certificates = \$250.00

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
Diaz, Ana	Principal
Ramirez, Denise	Instructional Coach
Nario, Vanessa	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The initiatives of the LLT will be to provide new strategies and interventions to meet the Rtl model, based on the student needs provided by the data, (e.g. FAIR, Interims). The LLT will work closely with classroom teachers to ensure high-fidelity implementation of reading instruction. The LLT team will also make instructional and programmatic decisions in order to create and maintain a school-wide focus on literacy and reading achievement and improve literacy instruction across the curriculum. The LLT will support literacy instruction by offering professional growth opportunities and provide coverage to attendees when needed and provide adequate notice of meetings in order to ensure progress towards the initiative.

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

With strong instructional leadership, our school encourages positive working relationships between teachers by having a clear and focused mission for the year and opportunities for students to learn. Teachers are guided to ensure that they are well aware of the focus goals we are trying to reach as a school and make decisions based on the results of student performance in class. We provide opportunities for continuous improvement through workshops and encourage teachers to attend professional development throughout the district. Teachers work within their grade levels, share supplies and resources and collaboratively plan instruction together meeting weekly for planning and monthly with leadership team. As a school, we encourage deeper involvement from our teachers and inspire shared decision making to improve our school through monthly meetings where school improvement is discussed.

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

- Participation in Professional Learning Communities for support and growth.
Administration and Literacy Leadership Team
- Assign new teachers to a veteran mentor or buddy teachers, through a support system for observations and school related activities.
Administration
- Provide leadership opportunities to support instruction for professional advancement.
- Grade-level chair opportunities with supplements provided to assist in retaining highly qualified and experienced teachers.
- School Website-Recruitment to attract possible candidates for employment through a rigorous interview process.
- Soliciting referrals from current employees, parents and stakeholders.

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

The mentor and mentee will meet weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for feedback, coaching and planning. The new teacher is paired with an experienced teacher, the mentor has extensive knowledge in the course content. Additionally, students have shown significant gains throughout the school year. Ms. Rodriguez is paired with an experienced first grade teacher, Ms. Valdes, because the mentor has extensive knowledge in the primary core subject areas. Additionally, her students have shown significant gains as evidenced in their FAIR and SAT Assessment scores. Ms. Bacalloa is paired with an experienced second grade teacher, Ms. Hoffmeister, because the mentor has extensive knowledge in the primary core subject areas. Additionally, her students have shown

significant gains as evidenced in their FAIR and SAT Assessment scores.

Ms. Milian is paired with an experienced teacher and Instructional Coach, Ms. Ramirez, because the mentor has extensive knowledge in the subject areas.

Ms. Zambrano is paired with an experienced teacher and Instructional Coach, Ms. Ramirez, because the mentor has extensive knowledge in the subject areas.

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

In order to ensure that core instructional programs and materials are aligned with the Florida standards, in a collaborative effort, the leadership team researches these programs and materials prior to purchasing these programs or materials.

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

In review of fluency assessments, classroom assessments and district assessments, teachers group students according to their ability levels based on the data they collect. Teachers intervene and plan according to the individual needs of their students. Depending on what their students need, teachers use a variety of resources and tailor it to the students' ability. Assessments are monitored weekly, monthly and quarterly. On a quarterly basis, teachers meet with leadership team to review individual student data and provide feedback and ideas on how to continue improvement.

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: 13,200

Researched-Based strategies that are used for increased quality of learning time are I-READY for Reading and Math, Instruction Coach Mathematics and Instruction Coach English Language Arts.

Strategy Rationale

Strategy rationale is to support mastery of standards through core instruction and interventions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ramirez, Denise, dmramirez@dadeschools.net

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

Data is collected monthly and is analyzed by the Instructional Coach, Teachers and Interventionists to determine deficiencies and decide an appropriate plan for each student by ways of changing an assignment or course level.

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

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics.

Kindergarten registration begins around March of the previous school year. At that time parents can become familiar with the school. New parents are given the opportunity to arrange a school tour during the summer. Summer camp registration is available to incoming kindergarteners to help parents and students become familiar with the elementary school environment and the amenities offered to students including the cafeteria, gymnasium, playgrounds, library, and computer lab. This ability for students to become familiar with their new learning environment helps for a seamless transition from early childhood programs to the elementary program.

Kindergarten orientation was in the month of August 2013 and allowed incoming kindergarten parents an opportunity to become familiar with kindergarten expectations and to meet the kindergarten team. Throughout the school year parents are welcomed to volunteer in classroom activities as well as school-wide activities in order to assist in the transition of their kindergarten child.

The kindergarten team at Pinecrest Preparatory Academy works together to ensure that the learning environment at PPA is familiar, inviting, and comfortable. Through their experience and diligence, the team incorporates elements of preschool flawlessly with expectations of elementary school. They work together at the beginning of the year to plan for instructing students on school rules and expectations.

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Pinecrest Preparatory Academy has established several practices. At Pinecrest Preparatory Academy, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of basic skills/school readiness, oral language/

syntax, print/letter knowledge, phonological awareness/processing, and basic math skills. At the onset of the school year kindergarten students are evaluated using FLKRS and the Florida Assessment for Instruction in Reading (FAIR) which transition very well from the Florida VPK Assessment, which a majority of our incoming kindergarteners are familiar with as many come to PPA with VPK experience. These assessments provide a measure of program effectiveness. Teachers will use data to plan instruction and implement intervention strategies for those students who are identified as needing interventions. Midyear and end of the year assessments will be conducted to assess student progress. Parents are also invited to attend an SAT Parent Night in late November/early December to understand the SAT which students will take in April.

In order to address the emotional needs of students the school counselor conducts classroom guidance activities related to positive self-esteem, social skills, conflict resolution and study skills. Communication to parents is in the form of the CONNECT-ED telephone system, letters, the school website, and face to face contact with parents. Parent conferences are scheduled throughout the year. Interim progress reports are sent home. Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student grades and school resources through the Parent Viewer and Parent Portal via district website. Additional parental help topics are available and covered by our counselor through Parent Academy opportunities provided throughout the year.

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 Preparatory Academy will implement Reading Comprehension strategies throughout the 2014-2015 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies.
- G2.** In monitoring the Early Warning Systems, Pinecrest Preparatory Academy's goal for the 2014-2015 school year will be to: Increase student attendance by decreasing the number of students who missed 15 or more of the available instructional time. Additionally, decrease the number of students retained for course failure and suspended inappropriate behavior. Pinecrest Preparatory Academy will implement interventions throughout the school in order to achieve our goal.
- G3.** In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: LEGO Robotics and SWAT Night -Science With A Twist.
- G4.** The 2013-2014 school year, indicates parent participation in school wide parent activities and workshops was 90%. Pinecrest Preparatory Academy's goal for the 2014-2015 school year is to continue or increase parent participation in parent activities and workshops.

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 Preparatory Academy will implement Reading Comprehension strategies throughout the 2014-2015 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies. 1a

G046249

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	78.0
AMO Reading - ED	85.0
AMO Reading - SWD	79.0
AMO Math - ED	77.0
AMO Math - ELL	78.0
AMO Math - SWD	79.0
AMO Math - Hispanic	79.0
AMO Reading - Hispanic	86.0
AMO Math - White	83.0
AMO Reading - White	87.0
AMO Reading - All Students	86.0
AMO Math - All Students	79.0
CELLA Listening/Speaking Proficiency	79.0
CELLA Reading Proficiency	50.0
FSA - English Language Arts - Proficiency Rate	94.0
ELA/Reading Gains	81.0
ELA/Reading Lowest 25% Gains	84.0
FSA - Mathematics - Proficiency Rate	88.0
Math Gains	78.0
Math Lowest 25% Gains	76.0
FCAT 2.0 Science Proficiency	81.0
CELLA Writing Proficiency	57.0

Resources Available to Support the Goal 2

- Reading Series WONDERS • Reading Plus • Accelerated Reader • Common Core Progress Reading • Instruction Coach - English Language Arts • MyOn READER • REFLEX Math • Instruction Coach Mathematics • I XL Math • Gizmos • Florida Performance Coach Mathematics • Gizmos • Coach Science • Discovery Education • I-READY Reading & Mathematics • MAST Academy Outreach • Science Fair and Bowls • LEGO Robotics SWAT • Science Fair Night
- Attendance Review Committee (ARC) • Parent Student Handbook • MDCPS Student Attendance Reporting Procedures PK-12 Handbook • MDCPS Student Progression Plan • MDCPS Student Code of Conduct
- Professional Development and School Activities Sign-In Sheets

Targeted Barriers to Achieving the Goal 3

- The ELL, Economically Disadvantage, and Students with Disadvantages subgroups did not make their AMO on the 2014 FCAT 2.0 Reading. 78% of students in the ELL subgroup, 85% of students in the Economically Disadvantage subgroup, and 79% of students in the Students with Disadvantages subgroup will score a 3 or above on the 2015 ELA-FSA Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading

Application Text Structure and Impact of Meaning in Text. Students in the subgroups experienced difficulty in identifying text structure and explaining how it impacts meaning in text. The AMO-Reading for the 2014-2015 school year is to increase to 86%.

- The ELL, Economically Disadvantage, and Students with Disadvantages subgroups did not make their AMO on the 2014 FCAT 2.0 Mathematics. 78% of students in the ELL subgroup, 77% of students in the Economically Disadvantage subgroup, and 79% of students in the Students with Disadvantages subgroup will score a 3 or above on the 2015 MATH-FSA . Students' performance data indicates that there is a deficiency in Reporting Category, Number:Base Ten and Fractions. Students varying levels of skill mastery creates a barrier for implementing targeted interventions and instruction. The AMO-Mathematics for the 2014-2015 school year is to increase to 79%.

Plan to Monitor Progress Toward G1. 8

Utilizing the FCIM, the MTSS/RtI and the Leadership Team will discuss and analyze data collected from formative assessment monthly to and adjust instruction as needed to meet the goal.

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Formative Assessment: Reports generated from FAIR, District Interim Assessment, Reading Plus, MyON READER, Florida Performance Coach Mathematics, Instruction Coach Mathematics, Instruction Coach English Language Arts, Accelerated Reader, STAR Reading and Mathematics Mini-Benchmark assessment, Gizmos, I XL Mathematics, REFLEX Math, Common Core Progress Reading Pre/Post Test, and I-READY Reading and Mathematics. Summative Assessment: Results from the 2015 ELA- FSA and MATH-FSA.

G2. In monitoring the Early Warning Systems, Pinecrest Preparatory Academy's goal for the 2014-2015 school year will be to: Increase student attendance by decreasing the number of students who missed 15 or more of the available instructional time. Additionally, decrease the number of students retained for course failure and suspended in appropriate behavior. Pinecrest Preparatory Academy will implement interventions throughout the school in order to achieve our goal. 1a

G048490

Targets Supported 1b

Indicator	Annual Target
Truancy rate	23.0
One or More Suspensions	1.0
Retained Students	1.0

Resources Available to Support the Goal 2

- Attendance Review Committee (ARC) Parent Student Handbook MDCPS Student Attendance Reporting Procedures PK-12 Handbook MDCPS Student Progression Plan MDCPS Student Code of Conduct

Targeted Barriers to Achieving the Goal 3

- Parents lack of awareness of the policies and procedures for attendance, behavior and academics.

Plan to Monitor Progress Toward G2. 8

Administration and the Leadership Team will discuss and analyze data collected from ISI reports monthly and adjust policies and procedures as needed to meet the goal.

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Progress will be monitored with ISIS, Control-D, and Attendance Reports.

G3. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: LEGO Robotics and SWAT Night -Science With A Twist. **1a**

Targets Supported **1b**

G048491

Indicator	Annual Target
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Resources Available to Support the Goal **2**

- Gizmos, I XL Math, REFLEX Math, MAST Academy Outreach, Science Fair and Bowls, LEGO Robotics, SWAT-Science With A Twist, and Science Fair Night

Targeted Barriers to Achieving the Goal **3**

- We have: •challenges in usage of technology due to limitations of home technology access and equipment. •limitations of programs in the home language.

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

Administration, Instructional Coach and the Leadership Team will discuss and analyze data collected from formative assessment monthly and adjust instruction as needed to meet the goal.

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Formative : District Baseline and Interim Assessment Gizmos, I XL Math, REFLEX Math, ThinkGate Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2015 FCAT 2.0 Science and FSA-Math Test.

G4. The 2013-2014 school year, indicates parent participation in school wide parent activities and workshops was 90%. Pinecrest Preparatory Academy's goal for the 2014-2015 school year is to continue or increase parent participation in parent activities and workshops. 1a

G048493

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Professional Development School Activities Sign-In Sheets

Targeted Barriers to Achieving the Goal 3

- Parent may have limited access to resources that can be used to interpreting students assessment data results and Character Education requirement and programs. Parents may have concerns regarding student difficulties and characteristics of a bully and strategies used to prevent conflict.

Plan to Monitor Progress Toward G4. 8

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor progress toward meeting goal and adjust workshop titles/strategies as needed.

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Data gathered form sign-in sheets and workshop evaluation surveys.

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 Preparatory Academy will implement Reading Comprehension strategies throughout the 2014-2015 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies. **1**

 G046249

G1.B1 The ELL, Economically Disadvantage, and Students with Disadvantages subgroups did not make their AMO on the 2014 FCAT 2.0 Reading. 78% of students in the ELL subgroup, 85% of students in the Economically Disadvantage subgroup, and 79% of students in the Students with Disadvantages subgroup will score a 3 or above on the 2015 ELA-FSA Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application Text Structure and Impact of Meaning in Text. Students in the subgroups experienced difficulty in identifying text structure and explaining how it impacts meaning in text. The AMO-Reading for the 2014-2015 school year is to increase to 86%. **2**

 B114985

G1.B1.S1 Instruction should include the use of informational text structure charts to support reading comprehension and understanding of how it impacts meaning of text. Additionally, instruction should also include the use of weekly school wide Researched-based programs utilizing Reading Plus, Common Core Progress Reading, Accelerated Reader, and STAR Reading. **4**

 S126536

Strategy Rationale

Strategy rationale is to support mastery of standards through core instruction and intervention programs such as Wonder Works and I-READY.

Action Step 1 **5**

Monitor subgroup students' knowledge in the areas of text structure and the impacts of its meaning in text.

Person Responsible

Denise Ramirez

Schedule

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

Evidence of Completion

Formative Assessment: Reports generated from FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Instruction Coach English Language Arts Mini-Benchmark assessment, I-READY Reading and Common Core Progress Reading Pre/Post Test.
Summative Assessment: Results from the 2015 ELA-FSA.

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

Utilizing the FCIM, MTSS/RtI Team, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.

Person Responsible

Denise Ramirez

Schedule

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

Evidence of Completion

Formative Assessment: Reports generated from FAIR, District Interim Assessment, Reading Plus, MyON READER, Accelerated Reader, STAR Reading Mini-Benchmark assessment, I-READY Reading, Common Core Progress Reading and Instruction Coach English Language Arts Pre/Post Test. Summative Assessment: Results from the 2015 ELA-FSA.

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

Utilizing the FCIM, the Literacy Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person Responsible

Denise Ramirez


Schedule

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


Evidence of Completion

Formative Assessment: Reports generated from FAIR, District Interim Assessment, Reading Plus, MyON READER, Accelerated Reader, STAR Reading Mini-Benchmark assessment, I-READY Reading, Common Core Progress Reading and Instruction Coach English Language Arts Pre/Post Test. Summative Assessment: Results from the 2015 ELA-FSA.

G1.B2 The ELL, Economically Disadvantage, and Students with Disadvantages subgroups did not make their AMO on the 2014 FCAT 2.0 Mathematics. 78% of students in the ELL subgroup, 77% of students in the Economically Disadvantage subgroup, and 79% of students in the Students with Disadvantages subgroup will score a 3 or above on the 2015 MATH-FSA . Students' performance data indicates that there is a deficiency in Reporting Category, Number:Base Ten and Fractions. Students varying levels of skill mastery creates a barrier for implementing targeted interventions and instruction. The AMO-Mathematics for the 2014-2015 school year is to increase to 79%. **2**

 B118298

G1.B2.S1 Provide students with contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Students will be provided opportunities to compare and order fractions, including fractions greater than one, using models or strategies. **4**

 S130195

Strategy Rationale

Strategy rationale is to support mastery of standards through core instruction and intervention programs such as REFLEX Math and I XL.

Action Step 1 **5**

Monitoring students' knowledge in the areas identifying and comparing numbers and fractions and adjust instruction as needed.

Person Responsible

Denise Ramirez

Schedule

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

Evidence of Completion

Formative Assessments: Reports generated from District Interim Assessment, I XL Math, STAR Math, I-READY Mathematics, REFLEX Math, Florida Performance Coach Mathematics, Instruction Coach Mathematics, Gizmos, Coach Mathematics Pre/Post Test.
Summative Assessment: Results from 201MATH-FSA

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

Utilizing the FCIM, the Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person Responsible

Denise Ramirez

Schedule

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

Evidence of Completion

Formative Assessments: Reports generated from District Interim Assessment, I XL Math, STAR Math, I-READY Mathematics, Gizmos, Coach Mathematics Pre/Post Test.
Summative Assessment: Results from 201MATH-FSA

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

Utilizing the FCIM, the Leadership team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person Responsible

Denise Ramirez

Schedule

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


Evidence of Completion

Formative Assessments: Reports generated from District Interim Assessment, I XL Math, STAR Math, I-READY Mathematics, Gizmos, Coach Mathematics Pre/Post Test.
Summative Assessment: Results from 201MATH-FSA

G2. In monitoring the Early Warning Systems, Pinecrest Preparatory Academy's goal for the 2014-2015 school year will be to: Increase student attendance by decreasing the number of students who missed 15 or more of the available instructional time. Additionally, decrease the number of students retained for course failure and suspended inappropriate behavior. Pinecrest Preparatory Academy will implement interventions throughout the school in order to achieve our goal. **1**

 G048490

G2.B1 Parents lack of awareness of the policies and procedures for attendance, behavior and academics. **2**

 B120979

G2.B1.S1 The Attendance Review Committee (ARC) will meet to review attendance data and develop a school-wide attendance incentive program . Committee will meet with parents of students who have exceeded allotted absences within each quarter. The parent and student will sign an attendance contract. An automated Connect Ed. message will be generated for all absences as well as for Parent Night meetings. Recognition Perfect Attendance Assemblies will be used to motivate students to continue improving their daily attendance. Pinecrest Preparatory Academy will implement the PBIS program in order to continue to support positive student behavior. Additionally, documentations and links will be provided to all parents of the school's policy and procedures as indicated in the Parent Student Handbook following the MDCPS Student Attendance Reporting Procedures PK-12 Handbook, Student Progression Plan, and Student Code of Conduct. **4**

 S132921

Strategy Rationale

Strategy rationale is to support parents to understand school-wide policies and procedures. The school will also utilize the RTI intervention program for struggling students.

Action Step 1 **5**

Monitor students' to adjust policies and procedures as needed.

Person Responsible

Maria Acosta

Schedule

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

Evidence of Completion

Progress will be monitored through Progress Reports, Report Cards, ISIS reports, Control-D, and Attendance Reports.

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

Administration, Instructional Coach, Leadership Team will review formative assessment data monthly to ensure fidelity and adjust policies and procedures as needed.

Person Responsible

Maria Acosta

Schedule

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

Evidence of Completion

Progress will be monitored through Progress Reports, Report Cards, ISIS reports, Control-D, and Attendance Reports.

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

Administration and Leadership Team will review ISIS and Attendance Reports monthly to ensure effectiveness and adjust policies and procedures as needed.

Person Responsible

Maria Acosta

Schedule

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

Evidence of Completion

Progress will be monitored through Progress Reports, Report Cards, ISIS reports, Control-D, and Attendance Reports.

G3. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: LEGO Robotics and SWAT Night -Science With A Twist. 1

G048491

G3.B1 We have: •challenges in usage of technology due to limitations of home technology access and equipment. •limitations of programs in the home language. 2

B120963

G3.B1.S1 We will: • Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions/programs (i.e., Miami- Dade County Fair & Exposition, CSI Club, MAST Academy Outreach Program, LEGO Robotics, Math Bowls, etc.) • Provide hands-on inquiry-based learning experiences by organizing a Science with a Twist (SWAT)-Parent/Student Night in collaboration with our sister Middle/High School to encourage the integration of mathematics, science, technology, and literacy through innovative laboratory experiences and science projects. • Engage students in the MAST Academy Outreach Elementary School Program Trailers: Land SHARC, school-site lessons aboard the mobile laboratory, where students work cooperatively, integrating maritime/technology themes at lessons called docks and Weather on Wheels (WOW) in which students will collect, analyze, and interpret DATA. • Students will be utilizing powerpoint software to create class presentations, demonstrating their creativity inventing aircrafts, and participating in math competitions, including American Math Challenge. Furthermore, the school will provide resources and websites through the Bilingual Education and academic websites with home language information and games. 4

S132899

Strategy Rationale

Strategy rationale is to support mastery of standards through core instruction and technology.

Action Step 1 5

Monitor students' knowledge in the usage of technology and participation in STEM competitions and programs.

Person Responsible

Denise Ramirez

Schedule

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

Evidence of Completion

Formative : District Baseline and Interim Assessment Gizmos, I XL Math, REFLEX Math, ThinkGate Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair, LEGO Robotics, and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2015 FCAT 2.0 Science and Math-FSATest.

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

Administration, Instructional Coach, Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.

Person Responsible

Denise Ramirez

Schedule

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

Evidence of Completion

Formative : District Baseline and Interim Assessment Gizmos, I XL Math, REFLEX Math, ThinkGate Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2015 FCAT 2.0 Science and FSA-Math Test.

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

Leadership team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.

Person Responsible

Denise Ramirez

Schedule

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

Evidence of Completion

Formative : District Baseline and Interim Assessment Gizmos, I XL Math, REFLEX Math, ThinkGate Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2015 FCAT 2.0 Science and FSA-Math Test.

G4. The 2013-2014 school year, indicates parent participation in school wide parent activities and workshops was 90%. Pinecrest Preparatory Academy's goal for the 2014-2015 school year is to continue or increase parent participation in parent activities and workshops. 1

G048493

G4.B1 Parent may have limited access to resources that can be used to interpreting students assessment data results and Character Education requirement and programs. Parents may have concerns regarding student difficulties and characteristics of a bully and strategies used to prevent conflict. 2

B121032

G4.B1.S1 The school will offer parents, family members, and students the opportunity to participate in yearly workshops on weekends and afternoons to learn how to support a safe and positive learning environment. Additionally, the school will also provide targeted workshops focusing on bully-free environments and positive and proactive peer interpersonal relationships, interpreting student data and appropriate student behavior. Parents will continue to be kept informed throughout the school year in regards to the C.A.R.E. Curriculum, Bully Prevention, and Character Education. 4

S132972

Strategy Rationale

Strategy rationale is to support parents in assisting students to master standards through core instruction and interventions.

Action Step 1 5

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor progress toward meeting goal and adjust workshop titles/strategies as needed.

Person Responsible

Vanessa Nario

Schedule

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

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

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

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor fidelity of implementation and adjust workshop titles/strategies as needed.

Person Responsible

Vanessa Nario

Schedule

Quarterly, from 6/4/2015 to 6/4/2015

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

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

The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor effectiveness and adjust workshop titles/strategies as needed.

Person Responsible

Vanessa Nario

Schedule

Quarterly, from 6/4/2015 to 6/4/2015

Evidence of Completion

Data gathered from sign-in sheets and workshop evaluation surveys.

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	Monitor subgroup students' knowledge in the areas of text structure and the impacts of its meaning in text.	Ramirez, Denise	8/18/2014	Formative Assessment: Reports generated from FAIR, District Interim Assessment, Reading Plus, Accelerated Reader, Instruction Coach English Language Arts Mini-Benchmark assessment, I-READY Reading and Common Core Progress Reading Pre/ Post Test. Summative Assessment: Results from the 2015 ELA-FSA.	6/4/2015 quarterly
G1.B2.S1.A1	Monitoring students' knowledge in the areas identifying and comparing numbers and fractions and adjust instruction as needed.	Ramirez, Denise	8/18/2014	Formative Assessments: Reports generated from District Interim Assessment, I XL Math, STAR Math, I-READY Mathematics, REFLEX Math, Florida Performance Coach Mathematics, Instruction Coach	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
				Mathematics, Gizmos, Coach Mathematics Pre/Post Test. Summative Assessment: Results from 201MATH-FSA	
G3.B1.S1.A1	Monitor students' knowledge in the usage of technology and participation in STEM competitions and programs.	Ramirez, Denise	8/18/2014	Formative : District Baseline and Interim Assessment Gizmos, I XL Math, REFLEX Math, ThinkGate Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair, LEGO Robotics, and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2015 FCAT 2.0 Science and Math-FSATest.	6/4/2015 monthly
G2.B1.S1.A1	Monitor students' to adjust policies and procedures as needed.	Acosta, Maria	8/18/2014	Progress will be monitored through Progress Reports, Report Cards, ISIS reports, Control-D, and Attendance Reports.	6/4/2015 monthly
G4.B1.S1.A1	The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor progress toward meeting goal and adjust workshop titles/strategies as needed.	Nario, Vanessa	8/18/2014	Data gathered form sign-in sheets and workshop evaluation surveys.	6/4/2015 quarterly
G1.MA1	Utilizing the FCIM, the MTSS/Rtl and the Leadership Team will discuss and analyze data collected from formative assessment monthly to and adjust instruction as needed to meet the goal.	Diaz, Ana	8/18/2014	Formative Assessment: Reports generated from FAIR, District Interim Assessment, Reading Plus, MyON READER, Florida Performance Coach Mathematics, Instruction Coach Mathematics, Instruction Coach English Language Arts, Accelerated Reader, STAR Reading and Mathematics Mini-Benchmark assessment, Gizmos, I XL Mathematics, REFLEX Math, Common Core Progress Reading Pre/Post Test, and I-READY Reading and Mathematics. Summative Assessment: Results from the 2015 ELA- FSA and MATH-FSA.	6/4/2015 quarterly
G1.B1.S1.MA1	Utilizing the FCIM, the Literacy Leadership Team will meet to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.	Ramirez, Denise	8/18/2014	Formative Assessment: Reports generated from FAIR, District Interim Assessment, Reading Plus, MyON READER, Accelerated Reader, STAR Reading Mini-Benchmark assessment, I-READY Reading, Common Core Progress Reading and Instruction Coach English Language Arts Pre/Post Test. Summative Assessment: Results from the 2015 ELA-FSA.	6/4/2015 quarterly
G1.B1.S1.MA1	Utilizing the FCIM, MTSS/Rtl Team, and the Literacy Leadership Team will meet to review formative assessment data to monitor and ensure fidelity and adjust instruction as needed.	Ramirez, Denise	8/18/2014	Formative Assessment: Reports generated from FAIR, District Interim Assessment, Reading Plus, MyON READER, Accelerated Reader, STAR Reading Mini-Benchmark assessment, I-READY Reading, Common Core Progress Reading and Instruction Coach English Language Arts Pre/Post Test. Summative Assessment: Results from the 2015 ELA-FSA.	6/4/2015 monthly
G1.B2.S1.MA1	Utilizing the FCIM, the Leadership team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.	Ramirez, Denise	8/18/2014	Formative Assessments: Reports generated from District Interim Assessment, I XL Math, STAR Math, I-READY Mathematics, Gizmos, Coach Mathematics Pre/Post Test. Summative	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
				Assessment: Results from 201MATH-FSA	
G1.B2.S1.MA1	Utilizing the FCIM, the Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.	Ramirez, Denise	8/18/2014	Formative Assessments: Reports generated from District Interim Assessment, I XL Math, STAR Math, I-READY Mathematics, Gizmos, Coach Mathematics Pre/Post Test. Summative Assessment: Results from 201MATH-FSA	6/4/2015 monthly
G2.MA1	Administration and the Leadership Team will discuss and analyze data collected from ISI reports monthly and adjust policies and procedures as needed to meet the goal.	Diaz, Ana	8/18/2014	Progress will be monitored with ISIS, Control-D, and Attendance Reports.	6/4/2015 monthly
G2.B1.S1.MA1	Administration and Leadership Team will review ISIS and Attendance Reports monthly to ensure effectiveness and adjust policies and procedures as needed.	Acosta, Maria	8/18/2014	Progress will be monitored through Progress Reports, Report Cards, ISIS reports, Control-D, and Attendance Reports.	6/4/2015 monthly
G2.B1.S1.MA1	Administration, Instructional Coach, Leadership Team will review formative assessment data monthly to ensure fidelity and adjust policies and procedures as needed.	Acosta, Maria	8/18/2014	Progress will be monitored through Progress Reports, Report Cards, ISIS reports, Control-D, and Attendance Reports.	6/4/2015 monthly
G3.MA1	Administration, Instructional Coach and the Leadership Team will discuss and analyze data collected from formative assessment monthly and adjust instruction as needed to meet the goal.	Diaz, Ana	8/18/2014	Formative : District Baseline and Interim Assessment Gizmos, I XL Math, REFLEX Math, ThinkGate Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2015 FCAT 2.0 Science and FSA-Math Test.	6/4/2015 quarterly
G3.B1.S1.MA1	Leadership team will meet monthly to discuss formative assessment data in order to monitor effectiveness and adjust instruction as needed.	Ramirez, Denise	8/18/2014	Formative : District Baseline and Interim Assessment Gizmos, I XL Math, REFLEX Math, ThinkGate Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2015 FCAT 2.0 Science and FSA-Math Test.	6/4/2015 quarterly
G3.B1.S1.MA1	Administration, Instructional Coach, Leadership Team will review formative assessment data monthly to ensure fidelity and adjust instruction as needed.	Ramirez, Denise	8/18/2014	Formative : District Baseline and Interim Assessment Gizmos, I XL Math, REFLEX Math, ThinkGate Reports, Teacher Rubric for Science Projects, Presentations, and Inventions, MAST Academy Outreach Pre/Post Packets, Log of Submissions to Science Fair and Bowls SWAT & Science Fair Night Sign-in sheets. Summative: Results from 2015 FCAT 2.0 Science and FSA-Math Test.	6/4/2015 quarterly
G4.MA1	The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor progress toward meeting goal and adjust workshop titles/strategies as needed.	Diaz, Ana	8/18/2014	Data gathered from sign-in sheets and workshop evaluation surveys.	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor effectiveness and adjust workshop titles/strategies as needed.	Nario, Vanessa	6/4/2015	Data gathered from sign-in sheets and workshop evaluation surveys.	6/4/2015 quarterly
G4.B1.S1.MA1	The Leadership Team will review attendance sign-in sheets and workshop evaluations to monitor fidelity of implementation and adjust workshop titles/strategies as needed.	Nario, Vanessa	6/4/2015	Data gathered from sign-in sheets and workshop evaluation surveys.	6/4/2015 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 Preparatory Academy will implement Reading Comprehension strategies throughout the 2014-2015 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies.

G1.B1 The ELL, Economically Disadvantage, and Students with Disadvantages subgroups did not make their AMO on the 2014 FCAT 2.0 Reading. 78% of students in the ELL subgroup, 85% of students in the Economically Disadvantage subgroup, and 79% of students in the Students with Disadvantages subgroup will score a 3 or above on the 2015 ELA-FSA Reading. Students' performance data indicates that there is a deficiency in Reporting Category 2 – Reading Application Text Structure and Impact of Meaning in Text. Students in the subgroups experienced difficulty in identifying text structure and explaining how it impacts meaning in text. The AMO-Reading for the 2014-2015 school year is to increase to 86%.

G1.B1.S1 Instruction should include the use of informational text structure charts to support reading comprehension and understanding of how it impacts meaning of text. Additionally, instruction should also include the use of weekly school wide Researched-based programs utilizing Reading Plus, Common Core Progress Reading, Accelerated Reader, and STAR Reading.

PD Opportunity 1

Monitor subgroup students' knowledge in the areas of text structure and the impacts of its meaning in text.

Facilitator

Ana Diaz

Participants

General Education Teachers and Instructional Coach

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.

G2. In monitoring the Early Warning Systems, Pinecrest Preparatory Academy's goal for the 2014-2015 school year will be to: Increase student attendance by decreasing the number of students who missed 15 or more of the available instructional time. Additionally, decrease the number of students retained for course failure and suspended inappropriate behavior. Pinecrest Preparatory Academy will implement interventions throughout the school in order to achieve our goal.

G2.B1 Parents lack of awareness of the policies and procedures for attendance, behavior and academics.

G2.B1.S1 The Attendance Review Committee (ARC) will meet to review attendance data and develop a school-wide attendance incentive program . Committee will meet with parents of students who have exceeded allotted absences within each quarter. The parent and student will sign an attendance contract. An automated Connect Ed. message will be generated for all absences as well as for Parent Night meetings. Recognition Perfect Attendance Assemblies will be used to motivate students to continue improving their daily attendance. Pinecrest Preparatory Academy will implement the PBIS program in order to continue to support positive student behavior. Additionally, documentations and links will be provided to all parents of the school's policy and procedures as indicated in the Parent Student Handbook following the MDCPS Student Attendance Reporting Procedures PK-12 Handbook, Student Progression Plan, and Student Code of Conduct.

PD Opportunity 1

Monitor students' to adjust policies and procedures as needed.

Facilitator

Maria I. Acosta - Counselor

Participants

School Counselor and General Education Teachers

Schedule

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

G3. In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: LEGO Robotics and SWAT Night -Science With A Twist.

G3.B1 We have: •challenges in usage of technology due to limitations of home technology access and equipment. •limitations of programs in the home language.

G3.B1.S1 We will: • Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions/programs (i.e., Miami- Dade County Fair & Exposition, CSI Club, MAST Academy Outreach Program, LEGO Robotics, Math Bowls, etc.) • Provide hands-on inquiry-based learning experiences by organizing a Science with a Twist (SWAT)-Parent/Student Night in collaboration with our sister Middle/High School to encourage the integration of mathematics, science, technology, and literacy through innovative laboratory experiences and science projects. • Engage students in the MAST Academy Outreach Elementary School Program Trailers: Land SHARC, school-site lessons aboard the mobile laboratory, where students work cooperatively, integrating maritime/ technology themes at lessons called docks and Weather on Wheels (WOW) in which students will collect, analyze, and interpret DATA. • Students will be utilizing powerpoint software to create class presentations, demonstrating their creativity inventing aircrafts, and participating in math competitions, including American Math Challenge. Furthermore, the school will provide resources and websites through the Bilingual Education and academic websites with home language information and games.

PD Opportunity 1

Monitor students' knowledge in the usage of technology and participation in STEM competitions and programs.

Facilitator

Denise Ramirez

Participants

General Education Teachers

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Pinecrest Preparatory Academy will implement Reading Comprehension strategies throughout the 2014-2015 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies.	19,600
Goal 2: In monitoring the Early Warning Systems, Pinecrest Preparatory Academy's goal for the 2014-2015 school year will be to: Increase student attendance by decreasing the number of students who missed 15 or more of the available instructional time. Additionally, decrease the number of students retained for course failure and suspended inappropriate behavior. Pinecrest Preparatory Academy will implement interventions throughout the school in order to achieve our goal.	1,600
Goal 3: In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: LEGO Robotics and SWAT Night -Science With A Twist.	1,500
Grand Total	22,700

Goal 1: Pinecrest Preparatory Academy will implement Reading Comprehension strategies throughout the 2014-2015 school year in order to increase student achievement in all content areas of ELA, Mathematics, Science and Social Studies.

Description	Source	Total
B1.S1.A1	General Fund	7,500
B1.S1.A1	Other	5,300
B2.S1.A1	General Fund	1,500
B2.S1.A1	Other	5,300
Total Goal 1		19,600

Goal 2: In monitoring the Early Warning Systems, Pinecrest Preparatory Academy's goal for the 2014-2015 school year will be to: Increase student attendance by decreasing the number of students who missed 15 or more of the available instructional time. Additionally, decrease the number of students retained for course failure and suspended inappropriate behavior. Pinecrest Preparatory Academy will implement interventions throughout the school in order to achieve our goal.

Description	Source	Total
B1.S1.A1	General Fund	1,600
Total Goal 2		1,600

Goal 3: In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. Our goal is to continue to enhance the following STEM Programs that are currently in place: LEGO Robotics and SWAT Night - Science With A Twist.

Description	Source	Total
B1.S1.A1	General Fund	1,500
Total Goal 3		1,500