

# Pinecrest Preparatory Academy Charter High School



2014-15 School Improvement Plan

## Pinecrest Preparatory Academy Charter High School

14901 SW 42ND ST, Miami, FL 33185

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

67%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

96%

### School Grades History

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

### 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	<a href="#">Gayle Sitter</a>
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 Preparatory Academy Charter High 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 Preparatory Academy Charter High, 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 Preparatory Academy Charter High 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 High 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 High 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.

For those students that exhibit a Grade Point Average below a 2.0, the school counselor creates a comprehensive monitoring plan with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to school-based and community resources.

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 RtI 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; GPA Less than a 2.0;

Grade 9 Students with more than one absence in the first 20 school days; 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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

***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 MTSS 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 Rtl.

**Tier 2**

Selected members of the MTSS Leadership 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
- Michelle Escoto, School Guidance Counselor
- Lisette Gonzalez, School psychologist
- Rebeca Castilla, School Guidance counselor
- 

**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
- Lisette 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 Preparatory Academy Charter High conducts an annual Open House for parents to familiarize with the faculty and staff, building positive relationships from the beginning of the school year. In order to foster effective communication, with and among all stakeholders, PPH staff updates the website daily with news and announcements, calendar events, club and team sports information, and individual teacher pages. In addition, PPH 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 the instructional staff and administration team conduct Retention Prevention Conferences, focused on 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**

PPH 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), meet 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 Educational 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. As a college preparatory school, local colleges and universities partner with the institution in order to provide our students with dual enrollment opportunities as well as with a variety of college and career ready opportunities.

## 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
Kairalla, Jennifer	Assistant Principal
Estrada, Amelia	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. Nuñez, Principal of Pinecrest Preparatory Academy Charter High, 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 Jennifer 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 Departments
- 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 / Recruitment
- 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 Preparatory Academy Charter High, 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), developing teacher leaders. The Team Ensures that all 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 though 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
Jennifer Hernandez	Business/Community
Kaelyn Bower	Student
Leonor Santana	Parent
DuWayne Hass	Teacher
Zuleika Santos-Gonzalez	Teacher
Kim Oliveros	Parent
Maria B. 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 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 allocation to support learning initiatives:

- Extended School Day-\$1,000.00; Saturday Success Academy- \$1,000.00; Educational Field Trips-\$380.00

**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
Gonzalez, Adielys	Teacher, K-12
Estrada, Amelia	Assistant Principal
Almendarez, Adriana	Teacher, K-12
Nunez, Maria	Principal
Llambes, Greide	Teacher, K-12
Wake, Jennifer	Teacher, K-12
Kairalla, Jennifer	Assistant Principal
Casares, Elena	Teacher, K-12
Goble, Florangel	Teacher, K-12
Santos, Zuleika	Teacher, ESE
Escoto, Michelle	Guidance Counselor
Talavera, Carmen	Teacher, K-12
Hass, DuWayne	Teacher, K-12
Osorio, Cindy	Teacher, K-12
Sainz, Cassandra	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 Rtl process by using the Rtl 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 EnglishTeacher.

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 Preparatory Academy Charter High partners with local institutions to promote student interns. The school also posts job openings 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 Preparatory High Charter 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 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 Achieve 3000 and IXI "push and pull" students supporting their 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 Preparatory High Charter School. The after school program targets students demonstrating deficiencies in EOC courses. The program runs from January to April, Monday through Thursday, 60 minutes per session.

**Strategy Rationale**

The tutoring are focused on content-specific material as well as test-taking skills. Emphasis is on remediation, ensuring students master concepts not attained during 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 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 3 on the 2014 administration of the Reading and or Mathematics FCAT 2.0 are required to attend.

**Strategy Rationale**

These tutoring sessions focus 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 Preparatory Academy Charter High School hosts a fall orientation for all interested families. During this meeting, staff outlines the school's mission, vision and academic programs. Once application/enrollment period concludes (lottery process), the Student Services Department works very closely the students to ensure proper placement in academic courses. 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. Grade-level orientations are held during the second week of school to discuss cohort requirements and post-secondary opportunities (i.e. dual enrollment, acceleration, and career readiness opportunities). The Pinecrest Preparatory Academy College Advisement Program hosts monthly meetings focused on college readiness. The CAP Advisor regularly meets with upperclassmen to ensure a seamless transition to post-secondary institutions.

**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***

Pinecrest Preparatory Academy Charter High School provides students with a rigorous college preparatory curriculum that meets and exceeds the requirements of the Florida State University Systems. The school requires students to graduate with four credits in English, Math, Science and Social Sciences as well as encouraged to take challenging courses to maximize their potential. PPHS continues to expand their Advanced Placement program by offering four additional courses during this school year and affording students the opportunity to participate in Dual Enrollment via its partnership with Florida International University and Miami Dade College. The PSAT will continue to be offered to all 9th, 10th and 11th grade students. In addition, the College Advisory Program (CAP) Adviser continues to closely monitor the student body to assure effective preparation for post-secondary education as well as ensure students will meet the requirements for Bright Futures Scholarship.

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

Pinecrest Preparatory Academy Charter High School offers various vocational courses that may lead to Industry Certification. Courses in fields such as Business, Computers, Arts and Multimedia help students understand the relevance of school to work and career planning. To that end, these courses aid in facilitating the school-to- work transition by providing the necessary tools for success.

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

Pinecrest Preparatory Academy Charter High School, as a young institution, has begun to integrate technical education with academic courses to support student achievement. Through the implementation of the STEM curriculum, offering courses such as Calculus, Physics and Digital Design, the school fosters student interest in careers within the technical field. This year, the school is implementing Robotics as an after school interest club to expose and motivate students on the real-life application of such concepts.

***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***

Pinecrest Preparatory Academy High School fosters a culture of college and career readiness. The College Adviser, under the CAP initiative, hosts a seminar class every Friday for select juniors and seniors on an array of post-secondary topics including testing, admissions, financing college and

transition. In addition, the MTSS team reviews college admittance exams scores (ACT, SAT, PERT, etc.) and aligns instruction to the deficiencies noted by such. Counselors conduct classroom guidance and individual counseling sessions with students as well as host parent meetings to explain their role in assisting students with being ready for college. Assessment preparation courses are offered during the school day (SAT Prep class via virtual school) as well as after school to assures students maximize their opportunities.

## 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 Charter High 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 Preparatory Academy Charter High will implement writing strategies across content areas.**

1a

G045125

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	78.0
AMO Reading - ED	67.0
FSA - English Language Arts - Proficiency Rate	74.0
AMO Math - All Students	49.0
Algebra I EOC Pass Rate	44.0
AMO Math - SWD	38.0
Math Lowest 25% Gains	58.0
Geometry EOC Pass Rate	61.0
Bio I EOC Pass	80.0
College Readiness Reading	
4-Year Grad Rate (Standard Diploma)	

**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 Economically Disadvantaged 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 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 8/18/2014

**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**

G048854

**Targets Supported** **1b**

Indicator	Annual Target
Attendance Below 90%	12.0
Attendance Below 90% Grade 09	10.0
Attendance Below 90% Grade 10	7.0
Attendance Below 90% Grade 11	10.0
Attendance Below 90% Grade 12	32.0
1+ Absences First 20 Days - Grade 09	10.0
One or More Suspensions	13.0
GPA below 2.0 - H.S.	6.0
Level 1 - All Grades	14.0
2+ Course Failures - Grade 09	16.0

**Resources Available to Support the Goal** **2**

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**Targeted Barriers to Achieving the Goal** **3**

- Parents of students 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 Preparatory Academy Charter High 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

G048859

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Reading	75.0

**Resources Available to Support the Goal** 2

- Master Schedule
- 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

G048927

**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 amount 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, parent survey, and meeting agendas when applicable.

## 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 Charter High will implement writing strategies across content areas. **1**

 G045125

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

 B113839

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

 S139651

### 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 essential 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**

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

**Person Responsible**

Amelia Estrada

**Schedule**

Monthly, from 8/18/2014 to 8/18/2014

***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 8/18/2014

***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 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**

 B113842

**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**

 S125427

### **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**

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.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, Mathematics teachers will share best practices and support will be provide 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

 B127525

**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

 S139711

### 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

B118991

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

S130798

### Strategy Rationale

APHISTS (Author's 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 essential 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 6/15/2015

#### Evidence of Completion

Lesson Plans; Student work; informal and formal observations.

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

#### Monitor Fidelity

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 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.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

G048854

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

B122027

**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

S133971

### 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 9/9/2014 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 8/18/2014 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 8/18/2014 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

 B133008

**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

 S144946

### 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 (classroom-based formative and summative assessments and district-mandated interim assessments); and parent input.

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

 B133010

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

 S144951

### **Strategy Rationale**

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

### **Action Step 1** **5**

The Student Services department will progress monitor 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 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); suspension rate reports; and counselor input.


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

 G048859

**G3.B1 Budget 2**

 B122052

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

 S134077

**Strategy Rationale**

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

**Action Step 1 5**

Coordinate and schedule in-house STEM activities for students including extra curricular 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, school website.

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

All activities will be scheduled and noted on the school-wide master schedule ensure that 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 agendas and meeting minutes, school-wide master calendar.

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

Activity logs will be collected 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, and club meeting minutes/agendas.

**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

G048927

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

B122323

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

S134259

### 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 activities will be scheduled and noted on the school-wide master schedule ensure that progress and fidelity of implementation.

#### Person Responsible

Amelia Estrada

#### Schedule

On 5/25/2015

#### Evidence of Completion

Curriculum Council agenda/meeting minutes, EESAC agenda/meeting minutes, school-wide master calendar, copies of presentations.

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

Survey parents at the conclusion of workshops and presentations.

**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
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.	6/15/2015 monthly
G2.B1.S1.A1	The school will schedule the monthly meetings in the early evening to provide parents the opportunity to attend.	Estrada, Amelia	9/9/2014	Parent sign-in sheets; meeting agendas; meeting minutes (when applicable); website; copy of PowerPoint presentations.	6/4/2015 monthly
G3.B1.S1.A1	Coordinate and schedule in-house STEM activities for students including extra curricular and presentations.	Kairalla, Jennifer	8/25/2014	Field trip logs, activity request forms, club meeting agenda and minutes, school 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.B2.S1.A1	Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.	Kairalla, Jennifer	8/18/2014	Lesson Plans; Student work; informal and formal observations.	6/4/2015 daily
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
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 monitor 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	Nunez, Maria	8/18/2014	Lesson Plans; informal and formal observations; student work; MTSS Curriculum Council Agenda and Minutes.	8/18/2014 quarterly



**Dade - 7053 - Pinecrest Preparatory Academy Charter High - 2014-15 SIP**  
*Pinecrest Preparatory Academy Charter High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	work. In the MTSS/Curriculum Council meetings, Leadership Team and Department Chairs will review gathered data.				
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, Mathematics teachers will share best practices and support will be provide 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
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	Monitor Fidelity 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 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.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.	8/18/2014 every-6-weeks
G1.B1.S1.MA1	The Leadership and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, ELA 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; ELA Department meeting agenda and minutes.	8/18/2014 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 observations to monitor the fidelity of implementation. During Department meetings, Science 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; Science Department meeting agenda and minutes	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
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	8/18/2014	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	8/18/2014	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 (classroom-based formative and summative assessments and district-mandated interim assessments); 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); suspension rate reports; and counselor input.	6/4/2015 every-6-weeks
G2.B3.S1.MA1	The MTSS team will look at the suspension reports and evaluate the effectiveness of 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 to ensure a variety of STEM activities are provided to students.	Kairalla, Jennifer	8/25/2014	Activity logs, school-wide master calendar, website, and club meeting minutes/agendas.	5/25/2015 semiannually
G3.B1.S1.MA1	All activities will be scheduled and noted on the school-wide master schedule ensure that progress and fidelity of implementation.	Kairalla, Jennifer	8/25/2014	Curriculum Council agenda and meeting minutes, EESAC agendas and meeting minutes, school-wide master calendar.	5/25/2015 monthly
G4.MA1	Analyze the amount of activities hosted throughout the school year.	Nunez, Maria	8/25/2014	School-wide calendar, parent sign-in sheets, parent survey, and meeting agendas when applicable.	5/25/2015 semiannually
G4.B3.S1.MA1	Survey parents at the conclusion of workshops and presentations.	Nunez, Maria	8/25/2014	Survey results	5/25/2015 every-6-weeks
G4.B3.S1.MA1	All parent activities will be scheduled and noted on the school-wide master schedule ensure that progress and fidelity of implementation.	Estrada, Amelia	8/25/2014	Curriculum Council agenda/meeting minutes, EESAC agenda/meeting minutes, school-wide master calendar, copies of presentations.	5/25/2015 one-time

## 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 Charter High will implement writing strategies across content areas.

**G1.B1** In English Language Arts, all students, including the Economically Disadvantaged 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 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 Yolanda Alonso

#### Participants

ELA Teachers

#### Schedule

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

**G1.B2** In Mathematics, all students, including 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

Mathematics teachers

#### Schedule

Daily, 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

**Participants**

Social Studies teachers

**Schedule**

Monthly, from 8/18/2014 to 6/15/2015

**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 for students including extra curricular 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 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 9/9/2014 to 6/4/2015

**Budget Rollup**

Summary	
Description	Total
Goal 1: Pinecrest Preparatory Academy Charter High will implement writing strategies across content areas.	2,380
<b>Grand Total</b>	<b>2,380</b>

Goal 1: Pinecrest Preparatory Academy Charter High will implement writing strategies across content areas.		
Description	Source	Total
B1.S1.A1 - SAC	Other	2,380
<b>Total Goal 1</b>		<b>2,380</b>