Pinecrest Preparatory Academy Charter High School

2020-21 Schoolwide Improvement Plan

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Pinecrest Preparatory Academy Charter High School

14901 SW 42ND ST, Miami, FL 33185

www.ppmcharterschool.org

Demographics

Principal: Amelia Estrada

Start Date for this Principal: 8/25/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (66%) 2016-17: B (59%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

School Board Approval

N/A

SIP Authority

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

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Purpose and Outline of the SIP

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Part I: School Information

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.

At Pinecrest Preparatory Middle-High (PPMH), we will strive to perpetuate 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, PPMH promotes a sense of identity, community, personal integrity and values that prepare students to become effective leaders.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Estrada, Amelia	Principal	• Budget / Financials • Curriculum & Instruction • Personnel • Teacher Mentor Program • School Operations
Ulloa, Kismet	Assistant Principal	• Academy of Science & Technology • Academy of Business & Finance • Mathematics Department • Science Department • School-wide Technology Initiatives • STEM Liaison • Student Assessment • Lunch Program • Marketing and Recruitment • School Safety and Threat Assessment Team • School Security • Educational School Advisory Council (EESAC) • Parents as Liaisons (PALs) • Health Services • Master Schedule • Arrival / Dismissal
Llambes, Greide	Assistant Principal	• Activities • Instructional Support • Gradebook Manager • EESAC • Parents as Liaisons • Social Media • Early College Academy o Advanced Placement and PreAP Program • English Language Arts Department • Social Studies Department • Electives Department • PreAP and AP Coordinator • AP Capstone • Student Services and College Advisement Program • Special Education • English Language Learners • Multi-Tiered Student Support System (MTSS/RtI) • Professional Development • Curriculum Council • Retention Prevention • Summer School • Mental Health • Arrival / Dismissal

Demographic Information

Principal start date

Tuesday 8/25/2020, Amelia Estrada

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/25/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	120	113	122	104	459
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	3	12	18
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	10	6	10	0	26

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	12	0	15	16	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	120	113	122	104	459
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	3	12	18
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	10	6	10	0	26

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	12	0	15	16	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	72%	59%	56%	71%	56%	53%
ELA Learning Gains	56%	54%	51%	61%	51%	49%
ELA Lowest 25th Percentile	42%	48%	42%	49%	45%	41%
Math Achievement	55%	54%	51%	45%	47%	49%
Math Learning Gains	44%	52%	48%	36%	47%	44%
Math Lowest 25th Percentile	31%	51%	45%	26%	45%	39%
Science Achievement	63%	68%	68%	74%	63%	65%
Social Studies Achievement	85%	76%	73%	87%	71%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	74%	55%	19%	55%	19%
	2018	63%	54%	9%	53%	10%
Same Grade Comparison		11%				
Cohort Comparison						
10	2019	69%	53%	16%	53%	16%
	2018	65%	54%	11%	53%	12%
Same Grade Comparison		4%				
Cohort Comparison		6%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	68%	-5%	67%	-4%
2018	60%	65%	-5%	65%	-5%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	71%	12%	70%	13%
2018	86%	67%	19%	68%	18%
Compare		-3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	63%	5%	61%	7%
2018	51%	59%	-8%	62%	-11%
Compare		17%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	54%	-6%	57%	-9%
2018	54%	54%	0%	56%	-2%
Compare		-6%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	53	53		27	13						
ELL	65	61	48	53	35	17	45	50			
HSP	72	56	43	55	45	32	64	84		99	99
WHT	90	60									

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	68	53	35	48	42	29	60	82		98	98
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	53	59		41	53						
ELL	22	59	62	35	55	67	38	82		79	73
HSP	67	62	65	54	50	53	62	85		95	68
WHT								100			
FRL	65	63	64	54	47	45	67	92		93	69
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	50	80		67	58						
ELL	39	47	45	31	24	18	80				
HSP	71	62	49	46	36	27	75	87		96	44
WHT	65	60		41	32		70				
FRL	71	59	50	45	35	25	78	87		96	46

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	713
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing subgroup as identified by the 2019 School Grade Components by Subgroups data disaggregation tool is the SWD. In terms of their math achievement, the SWD subgroup demonstrated a 27% 2019 math achievement score (compared to 41% in 2018) and 13% math learning gains (compared to 53% in 2018). These students have continued to struggle with geometry standards and have not optimized the remediation opportunities given.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

As stated above, the math achievement and learning gains demonstrate that greatest decline for the SWD subgroup.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is demonstrated by the Math lower quartile group. The trend identified is that these students have exhibited gaps in math standards, and at our school, take Algebra I in the high school (while the majority of students have taken this course as part of acceleration curriculum in our feeder school). As a result, students that enroll in the geometry course as sophomores are hindered by their knowledge of geometry, and did not receive adequate supplemental support.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was the ELA achivement. This year, all English I students were exposed to the College Board, research-based, PreAdvanced Placement curriculum.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

As identified in the EWS data, the areas of potential concern is the students not fulfilling the Algebra I EOC graduation requirement, as well as the number of students still earning a level 1 or 2 on the FSA Reading Assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD - ,math learning gains and achievement.
2. Students not fulfilling the Algebra I EOC graduation requirement
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	As identified by the 2019 School Grade Components by Subgroups data disaggregation tool, the lowest performing subgroup is the SWD. In terms of their math achievement, the SWD subgroup demonstrated a 27% 2019 math achievement score (compared to 41% in 2018) and 13% math learning gains (compared to 53% in 2018). These students have continued to struggle with statistics and have not optimized remediation opportunities given.
Measurable Outcome:	Utilizing the 2019-2020 Algebra I EOC, it is expected that 50% of our SWD population will make one year worth of learning gains.
Person responsible for monitoring outcome:	Kismet Ulloa (kismetulloa@dadeschools.net)
Evidence-based Strategy:	In addition to the intensive mathematics course that is offered to all Level 1 and 2 students, SWD will be offered mandatory pull-out tutoring in small group settings.
Rationale for Evidence-based Strategy:	As per attendance logs, this subgroup has shown lack of attendance for afterschool or Saturday tutoring.

Action Steps to Implement

Provide targeted tutoring using after school and Saturday sessions.

Person Responsible	Kismet Ulloa (kismetulloa@dadeschools.net)

Student Services will inform parents of the tutoring and continue to monitor academic progress.

Person Responsible	Kismet Ulloa (kismetulloa@dadeschools.net)

Respective math teacher will collaborate with interventionist to design prescriptive lessons based on results from formative and summative assessments.

Person Responsible	Kismet Ulloa (kismetulloa@dadeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In order to address students not earning a passing score on the Algebra I EOC, teachers will continue implementing the PreAP curriculum in Algebra I. Morning and after school tutoring will be offered to students not exhibiting adequate growth in formative and summative assessments (topic tests, mid-year assessments, and classroom based assessments).

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Pinecrest Academy Charter School, we take pride in building a positive school culture that involves all stakeholders.
- Quaterly Educational Excellence School Advisory Committee Meetings
- Various parent nights to address mental health, college preparedness and other topics of community interest
- School tours
- Shadow-a-Croc – elementary students from feeder pattern schools are invited to spend a day in the life of a Pinecrest student
- Food truck nights
- Annual Literacy Fair – Community event to promote the love of reading
- Community partners participating in the STEM Leadership Committee, comprised of students, faculty and parents
- Weekly Principal e-newsletter
- Social media and website

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00