

Miami-Dade County Public Schools

# Pinecrest Academy Charter Middle School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Pinecrest Academy Charter Middle School

14901 SW 42ND ST, Miami, FL 33185

<http://pinecrestpreparatoryacademy.dadeschools.net>

## Demographics

**Principal: Amelia Estrada**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	60%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (74%) 2017-18: A (73%) 2016-17: I (%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## 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](http://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.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>22</b>

## Pinecrest Academy Charter Middle School

14901 SW 42ND ST, Miami, FL 33185

<http://pinecrestpreparatoryacademy.dadeschools.net>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## 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	Position Title	Job Duties and Responsibilities
Estrada, Amelia	Principal	Overall leadership of school: Budget / Financials Curriculum & Instruction Personnel Certification Teacher Mentor Program Curriculum Council School Operations
Ulloa, Kismet	Assistant Principal	Academy of Science & Technology STEM Liaison Mathematics Department Science Department School-wide Technology Initiatives Career and Technical Education Master Schedule College Advisement Program Attendance Lunch Program Marketing and Recruitment School Safety and Threat Assessment Team Health Services Arrival / Dismissal
Llambes, Greide	Assistant Principal	Early College Academy Pre- AP and AP Coordinator PSAT Coordinator English Language Arts Department Social Studies Department Visual Performing Arts Department Student Assessment Multi-Tiered Student Support System (MTSS/RtI) Mental Health Special Education English Language Learners Professional Development Retention Prevention and Summer School EESAC TEAMS Program Parents as Liaisons (PALs) Faculty Meetings Grade Book Manager Arrival / Dismissal
Wasilewski, Stephenie	Dean	School-wide discipline Managing concierge Manage silent dismissal Detentions

Name	Position Title	Job Duties and Responsibilities
		Saturday School Attendance Supervise all lunches Arrival / Dismissal
Gonzalez, Adielys	Other	Media Specialist Test Chair Destiny / Textbook Inventory ELL Coordinator PSAT, SAT & ACT contact High School EESAC Chair Professional Development Liaison
Artau, Ileana	Other	Individualized Educational Plan (IEP) Gifted 504 Plans Classroom Collaboration Teacher Consultations Middle School Dismissal

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, 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.*

12

**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.*

1

**Total number of teacher positions allocated to the school**

30

**Total number of students enrolled at the school**

496

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

#### Demographic Data



**Early Warning Systems****2021-22****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	175	164	157	0	0	0	0	496
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	8	9	11	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	10	30	9	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	58	45	52	0	0	0	0	155
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	103	68	55	0	0	0	0	226
Number of students with a substantial reading deficiency	0	0	0	0	0	0	58	45	52	0	0	0	0	155

**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	58	49	47	0	0	0	0	154

**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	11	6	5	0	0	0	0	22
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**

Monday 8/30/2021

**2020-21 - 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	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	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	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	
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		

**2020-21 - 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	180	151	151	0	0	0	0	482	
Attendance below 90 percent	0	0	0	0	0	0	6	7	7	0	0	0	0	20	
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	20	27	29	0	0	0	0	76	
Course failure in Math	0	0	0	0	0	0	42	25	18	0	0	0	0	85	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	39	36	36	0	0	0	0	111	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	14	27	37	0	0	0	0	78	

**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	30	37	40	0	0	0	0	107	

**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	15	8	8	0	0	0	0	31
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 Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	58%	54%	73%	56%	53%
ELA Learning Gains				65%	58%	54%	63%	56%	54%
ELA Lowest 25th Percentile				65%	52%	47%	57%	52%	47%
Math Achievement				78%	58%	58%	79%	56%	58%
Math Learning Gains				62%	56%	57%	68%	56%	57%
Math Lowest 25th Percentile				71%	54%	51%	70%	55%	51%
Science Achievement				69%	52%	51%	67%	52%	52%
Social Studies Achievement				91%	74%	72%	85%	73%	72%

### Grade Level Data Review - State Assessments

**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
06	2021					
	2019	73%	58%	15%	54%	19%
Cohort Comparison						
07	2021					
	2019	80%	56%	24%	52%	28%
Cohort Comparison		-73%				
08	2021					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	68%	58%	10%	55%	13%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	71%	53%	18%	54%	17%
Cohort Comparison		-68%				
08	2021					
	2019	75%	40%	35%	46%	29%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	57%	43%	14%	48%	9%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	68%	28%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	73%	17%	71%	19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	63%	34%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	54%	39%	57%	36%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

In ELA and mathematics, all students in grade level courses take the i-Ready diagnostic assessments and the Adaptive Progress Monitoring program assessments to identify reading levels. In civics, all students take assessments on USATestPrep and Miami-Dade County Mid-Year Assessments. In 8th grade science, all students take Miami-Dade County Mid-Year Assessments.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	42%	n/a
	Economically Disadvantaged	65%	63%	n/a
	Students With Disabilities	31%	36%	n/a
	English Language Learners	0%	0%	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	32%	n/a
	Economically Disadvantaged	62%	67%	n/a
	Students With Disabilities	52%	58%	n/a
	English Language Learners	0%	0%	n/a

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60%	57%	n/a
	Economically Disadvantaged	75%	59%	n/a
	Students With Disabilities	38%	44%	n/a
	English Language Learners	3%	2%	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	32%	n/a
	Economically Disadvantaged	72%	75%	n/a
	Students With Disabilities	41%	51%	n/a
	English Language Learners	0%	0%	n/a
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	89%	73%	n/a
	Economically Disadvantaged	72%	73%	n/a
	Students With Disabilities	37%	40%	n/a
	English Language Learners	55%	55%	n/a

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	48%	n/a
	Economically Disadvantaged	61%	69%	n/a
	Students With Disabilities	25%	31%	n/a
	English Language Learners	0%	2%	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	10%	n/a
	Economically Disadvantaged	75%	78%	n/a
	Students With Disabilities	0%	0%	n/a
	English Language Learners	25%	32%	n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	3%	14%	n/a
	Economically Disadvantaged	100%	6%	n/a
	Students With Disabilities	0%	11%	n/a
	English Language Learners	0%	47%	n/a

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	41	45	36	50	9	18					
ELL	56	53	37	50	27	17	48	66	71		
HSP	70	53	39	53	19	18	63	77	73		
WHT	67	67		53	13						
FRL	70	50	36	53	20	18	62	75	74		
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	32	33	30	47	58						
ELL	60	63	65	67	53	64	36	76	79		
HSP	77	65	65	78	63	72	69	91	89		
WHT	91	73		73	36						
FRL	79	67	64	77	62	71	65	90	89		

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	33	47		53	73						
ELL	37	49	57	59	60	62	33	65			
HSP	72	63	56	79	68	69	66	84	91		
WHT	87	57		91	74		77		91		
FRL	72	61	60	79	68	69	65	82	93		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
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	70
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	



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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Based on the data, there was a consistent low proficiency in math across all grade levels in both the fall and winter assessments.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Based off progress monitoring and 2019 state assessments, the lowest proficiency rate in math also aligns with the lowest learning gain in math, which demonstrates that the learning gains for math is the component with the greatest need for improvement.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Due to the school closure in March of 2020 and over 70% of our population remaining off campus for Remote Live Instruction through the 2020-2021 school year, the challenge of transitioning math to an online learning environment is a contributing factor in the need for improvement of math learning gains. In addition to core instruction and intensive math for students who earned a Level 1 or Level 2 on their FSA math, Pinecrest Academy Charter Middle will provide support through intervention with a certified teacher as a full-time math interventionist, additional certified faculty added as a Special Education Interventionist to push-in to classes and provide Special Education strategies, after school homework help tutoring, after school ESOL tutoring, and Saturday FSA tutoring. Separate from instructional support, an additional member has been added to the Student Services team as a full-time Mental Health Counselor to provide support to our students on a social-emotional level.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Civics progress monitoring and state assessments showed the strongest proficiency, including all three subgroups (Economically Disadvantaged, Students with Disabilities, English Language Learners), with the overall most improvement.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The contributing factors to this improvement was the easy transition to an online learning environment considering the implementation of technology was already a large component of the instructional tools. Additionally, we offered Civics EOC review sessions to provide more support to prepare before the assessment.

**What strategies will need to be implemented in order to accelerate learning?**

Data chats, intervention, tutoring/review sessions

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development opportunities will include data analysis, classroom management, and implementation of Special Education and ESOL strategies. A full-time Reading Coach and a STEM Coach have been added to our administrative team to support teachers In order to continue to

provide the most beneficial opportunities, walk-throughs are conducted to observe the needs of the teachers.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

To ensure sustainability of improvement this year and beyond, the Mental Health Counselor, Interventionists (Reading, Math, and Special Education), and Instructional Coaches will remain as resources.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Small Group Instruction

<b>Area of Focus Description and Rationale:</b>	Based on the data from the FSA, the critical need to provide support to those Students with Disabilities in math and ELA, which showed the least amount of achievement and learning gains, our Reading, Math, and Special Education Interventionists will pull-out and push-in to provide personalized, small group instruction to groups of three to four students at a time.
<b>Measurable Outcome:</b>	Interventionists will pull-out/push-in at a minimum of two times per week for thirty minutes at a time. Data chats will include progress monitoring of students on a quarterly basis. The specific measurable outcome expected to be achieved is an increase of learning gains by 10% in math and ELA FSA for our Students with Disabilities subgroup.
<b>Monitoring:</b>	This Area of Focus will be monitored with our progress monitoring tools (i-Ready and APMs), in addition to classroom instructional assessments.
<b>Person responsible for monitoring outcome:</b>	Greide Llambes (gllambes@ppmhcharterschool.org)
<b>Evidence-based Strategy:</b>	Interventionists will use evidenced-based strategies and resources implemented with the i-Ready Toolbox to provide support in the gaps of learning to fulfill the Area of Focus.
<b>Rationale for Evidence-based Strategy:</b>	The i-Ready Toolbox provides resources that are evidenced-based and standards-based. Diagnostic tools set students at their level providing baseline information for teachers and interventionists, which will guide their instruction to fill in gaps and move students towards their grade-level target. The Toolbox resources include the use of scaffolding and remediation.

#### Action Steps to Implement

*No action steps were entered for this area of focus*

**#2. Leadership specifically relating to Instructional Leadership Team**

<b>Area of Focus Description and Rationale:</b>	Due to the needs of our students and the widening of learning gaps, our leadership team has expanded to provide even more support to teachers and students.
<b>Measurable Outcome:</b>	FSA data will increase by at least 10% in proficiency and learning gains, across all subjects and subgroups based on the additional support provided this year.
<b>Monitoring:</b>	This Area of Focus will be monitored by weekly Senior Staff meetings, walk-throughs, data chats, and providing professional development opportunities.
<b>Person responsible for monitoring outcome:</b>	Greide Llambes (gllambes@ppmhcharterschool.org)
<b>Evidence-based Strategy:</b>	Instructional Coaches have proven to be imperative resources and the evidence-based strategy of having the additional role support classroom teachers will improve their classroom management, delivery, and data-driven instruction.
<b>Rationale for Evidence-based Strategy:</b>	This specific strategy was selected because of support directly needed in classrooms to overcome the challenges after a pandemic year.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#3. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	Over 80% of our students have not been in a classroom setting in over a year and a half. The mental health concerns were expected to increased upon the return. Students' Social Emotional Learning has an affect on their academic progress and growth.
<b>Measurable Outcome:</b>	We plan to decrease the number of students who are in crisis by de-escalating situations that in the past have resulted in Baker Acts by 10%.
<b>Monitoring:</b>	This Area of Focus is monitored at weekly Student Services meetings.
<b>Person responsible for monitoring outcome:</b>	Greide Llambes (gllambes@ppmhcharterschool.org)
<b>Evidence-based Strategy:</b>	Having a licensed Mental Health Counselor on campus full-time implementing a positive school-wide SEL culture will improve this Area of Focus.
<b>Rationale for Evidence-based Strategy:</b>	Academic counselors were unable to fully provide the right support for students in mental health crisis. Having a full-time Mental Health Counselor is a resource that will provide support to the Student Services team, and in turn, allowing academic counselors to fully support students on their academic tracks.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Based on the data from last school year, we fall into the "very low" category in the School Safety Dashboard. Therefore, we will continue to implement all of our safety precautions and protocols during this upcoming school year.**

### 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.

Pinecrest Academy Charter Middle promotes a positive school culture and environment through the collaboration with all stakeholders. Our core values are Knowledge, Leadership, and Integrity. These core values are visually promoted throughout our campus and on most communication. Students are held to high standards, not only academically, but with their behaviors, as well. Teachers and staff pride themselves on building positive relationships with students with a strong rapport to ensure students have the best learning experience at our school.

Our school has over 40 clubs and athletic teams students can be a member of, providing a sense of belonging. Students attend field trips for academic extensions, community service, performances, and games. School spirit is celebrated weekly and especially highlighted quarterly. Social media showcases student achievements and positive happenings in our building.

Parents received a week e-newsletter from the Principal that shares upcoming events, athletic events, information from the Student Services team, and so forth. Keeping families up-to-date continues that partnership in building our positive school culture and environment.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

To support and fulfill a positive school culture and environment, a licensed Mental Health Counselor has been added to our Student Services team and this role is tasked with implementing school-wide initiatives to normalize mental health and participate in events through partnerships, such as our partnership with the Sandy Hook Promise. The Mental Health Counselor works directly with students individually and in groups,

provides parent workshops, and is part of the decision-making process with the administrative team.

We also have a parent organization called Parents as Liaisons (PALs) that is made up of parents from all grade levels. These parents meet frequently to assist the school in carrying out events. Parents volunteer their time to participate in after school events such as Fall Festival, showcases, and fundraisers. Our PALs are representatives of our school and share with other families, current and prospective, our mission and vision. PALs have a voice during the decision-making process at our PALs meetings.

All stakeholders are invited to our quarterly EESAC (Educational Excellence School Advisory Council) meetings to discuss the School Improvement Plan, current data trends, upcoming events, resources, school lottery, and any other pertinent items of discussion. EESAC meetings are an opportunity for all stakeholders to weigh in and voice positions. Stakeholders include students, parents, teachers, support staff, administration, business partners, and community partners.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Small Group Instruction</b>				<b>\$74,525.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	6022 - Pinecrest Academy Charter Middle School	Other		\$74,525.00
			<i>Notes: ESSER Grant - Certified interventionists to provide support to students to close the achievement gap. Interventionists will focus on diagnostic data for students that are below grade level to help bring them up to grade level.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Instructional Leadership Team</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			6022 - Pinecrest Academy Charter Middle School			\$0.00
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$27,937.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6120	130-Other Certified Instructional Personnel	6022 - Pinecrest Academy Charter Middle School	Other		\$27,937.50
			<i>Notes: ESSER Grant - Salary for School Guidance Counselor to implement positive behavioral interventions and strategies to increase student academic achievement and learning gains.</i>			
<b>Total:</b>						<b>\$102,462.50</b>