Pinecrest Glades Academy

2021-22 Schoolwide Improvement Plan

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Pinecrest Glades Academy

15250 SW EIGHTH ST, Miami, FL 33194

www.pinecrestglades.org

Demographics

Principal: Susie Dopico

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2020-21 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 Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (70%) 2016-17: B (59%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

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

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SIP Authority

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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. 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.

The core philosophy and vision of Pinecrest Glades Academy is reflected in a learning environment, which allows students to learn and progress at their individual pace. Our vision encompasses setting high standards and supporting students through the process of achieving these standards to foster an environment of success. Pinecrest Glades Academy teachers adapt their instructional strategies to meet the individual styles of each student.

Provide the school's vision statement.

The vision of Pinecrest Glades Academy is to empower lifelong learners with knowledge and values required for productive global leadership.

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
Dopico, Susie	Principal	The Principal provides a common vision for the use of data-based decision making. The Principal ensures that the school based team is implementing MTSS, intervention and documentation, and adequate professional development to support school improvement initiatives. The Principal oversees the administration of RtI skills of school staff, and communicates with parents regarding school-based RtI plans and activities.
Medina, Jessica	Assistant Principal	Assist in all school operations and safety at Pinecrest Glades Academy
Espinoza, Tommy	Assistant Principal	Assist in all school operations and safety at Pinecrest Glades Academy
Nario, Vanessa	Assistant Principal	Assist in all school operations and safety at Pinecrest Glades Academy
Santos, Zuleika	Assistant Principal	Assist in all school operations and safety at Pinecrest Glades Academy
Quintero, Barbara	Other	Assist in all school operations and safety at Pinecrest Glades Academy
Cantillo, Yesenia	Staffing Specialist	SPED Specialist: Works in partnership with the general education teachers and provides teachers with intervention strategies and materials. Attends meetings and relays pertinent information to the MTSS Leadership Team. Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.
Millan, Amanda	School Counselor	Serves as a liaison between the families and the school to continuously support the student's social, emotional, mental, and educational needs.
Duran, Dania	Instructional Coach	Collects and analyzes data from Interim Assessments in order to plan intervention strategies for low performing students. Provides, designs, and participates in professional development opportunities in accordance with specific needs.

Demographic Information

Principal start date
Thursday 7/1/2021, Susie Dopico

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.*
28

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.*

14

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

853

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

6

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

10

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	134	127	135	152	153	152	0	0	0	0	0	0	0	853
Attendance below 90 percent	0	2	1	0	2	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	1	1	6	4	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	8	16	14	18	38	0	0	0	0	0	0	0	94

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	1	4	0	0	0	0	0	0	0	5

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	1	0	1	0	0	0	0	0	0	0	2
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 9/28/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	116	129	140	156	152	170	0	0	0	0	0	0	0	863
Attendance below 90 percent	2	5	4	0	3	2	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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 FSA ELA assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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	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	0
Students retained two or more times	0	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				74%	62%	57%	72%	62%	56%
ELA Learning Gains				62%	62%	58%	72%	62%	55%
ELA Lowest 25th Percentile				42%	58%	53%	57%	59%	48%
Math Achievement				83%	69%	63%	77%	69%	62%
Math Learning Gains				71%	66%	62%	75%	64%	59%
Math Lowest 25th Percentile				55%	55%	51%	67%	55%	47%
Science Achievement				54%	55%	53%	67%	58%	55%

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
03	2021					
	2019	81%	60%	21%	58%	23%
Cohort Comparison						
04	2021					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-81%				
05	2021					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-67%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	92%	67%	25%	62%	30%
Cohort Comparison						
04	2021					
	2019	75%	69%	6%	64%	11%
Cohort Comparison		-92%				
05	2021					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-75%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used by grade levels K-5 used to compile the below data was iReady. Performance Matters was used for 5th grade science.

Grade 1				
English Language Arts	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	82/65	90/70	104/82
	Economically Disadvantaged	61/41	62/66	62/79
	Students With Disabilities	2/50	2/50	2/50
	English Language Learners	17/35	17/35	16/44
Mathematics	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	53/42	73/59	89/70
	Economically Disadvantaged	61/44	60/57	62/61
	Students With Disabilities	2/0	2/50	2/50
	English Language Learners	17/24	17/41	16/44

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	84/60	99/70	119/86
	Economically Disadvantaged	60/57	60/63	59/80
	Students With Disabilities	4/50	4/25	4/75
	English Language Learners	13/31	13/31	13/77
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50/36	80/58	78/56
	Economically Disadvantaged	59/32	59/53	59/63
	Students With Disabilities	4/50	4/25	4/25
	English Language Learners	13/8	12/33	13/38

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	103/66	115/74	121/79
	Economically Disadvantaged	83/60	83/72	82/73
	Students With Disabilities	13/23	13/31	13/38
	English Language Learners	25/40	25/60	24/46
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43/28	76/49	104/69
	Economically Disadvantaged	83/24	83/64	81/65
	Students With Disabilities	13/0	13/23	12/42
	English Language Learners	25/8	25/16	24/54

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	85/57	86/57	86/58
	Economically Disadvantaged	61/49	61/49	59/58
	Students With Disabilities	10/10	10/20	10/30
	English Language Learners	13/15	13/23	12/8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	75/50	98/64	111/74
	Economically Disadvantaged	61/54	61/66	61/64
	Students With Disabilities	13/46	13/31	12/25
	English Language Learners	10/40	10/40	10/50

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	78/47	83/50	87/54
	Economically Disadvantaged	72/40	72/51	71/52
	Students With Disabilities	11/27	12/25	11/9
	English Language Learners	10/40	8/25	9/44
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	67/39	83/50	97/60
	Economically Disadvantaged	73/34	72/44	71/54
	Students With Disabilities	12/8	12/16	12/33
	English Language Learners	8/13	8/38	7/78
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	178/15	59/33	N/A
	Economically Disadvantaged	83/13	46/54	N/A
	Students With Disabilities	11/0	11/0	N/A
	English Language Learners	2/0	2/0	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	29	40		19	20		30				
ELL	49	47	30	40	19	8	23				
HSP	64	54	39	52	25	14	37				
FRL	60	51	21	47	20	8	36				
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	55	42		55	58						
ELL	74	55	31	81	61	62	43				
HSP	74	62	40	83	71	53	55				
FRL	68	51	29	77	65	47	44				
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	45			55							
ELL	55	61	55	68	56						
HSP	71	71	57	77	75	69	66				
WHT	82			73							
FRL	67	75	65	72	76	63	66				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28

Students With Disabilities	
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	44
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 rate for math across all grade levels during the Fall and Winter diagnostics.

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

The learning gains in the lowest 25% in both reading/language arts and mathematics demonstrate 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?

Virtual learning and minimal attendance for Brick/Mortar schedules were the contributing factors to this need of improvement. PGA will implement differentiated instruction in the classroom, reading/ math intervention, and tracking of topic assessment data across the content areas.

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

Overall school proficiency in both ELA showed the most improvement based on the baseline data collected in 2019 state assessments and progress monitoring.

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

The contributing factors to this improvement were continuous interventions, after school and Saturday tutoring classes, and differentiated instruction among all classes. Actions including implementation of data driven instruction, Professional Learning Communities before and after school, Professional Trainings/Meetings with teachers for collaboration, collecting and analyzing data from Progress Monitoring Assessments in order to plan
intervention strategies for low performing students.

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

Differentiated instruction, reading/math/science interventions, and monthly data collection/chats are the strategies that will need to be implemented in order to accelerate learning.

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.

This school year, PGA will propose and organize professional development based on differentiated instruction, specific data-driven instruction collection strategies/lessons, B.E.S.T. Standards, and how to target all levels of students, including ESE and ELL. Instructional Coaches and interventionists will be working with teachers in all grades with progress monitoring and differentiated instruction. They will provides, designs, and participates in professional development opportunities in accordance with specific needs. The administrative team will also continue to conduct walkthroughs of the classrooms on a daily basis.

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

In order to ensure sustainability for improvement at PGA, additional personnel including instructional coaches, and interventionists to provide direct support to teachers, and provide opportunities for additional small group tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The position of Reading and Math Curriculum Coaches were created in order to provide our teachers with additional support. Instructional Coaches are veteran teachers pulled to provide teachers with guidance during grade level meetings, data-driven instruction, and instructional planning meetings, and by pulling students for small group instruction.
Measurable Outcome:	Our goal is to have a 10% increase in achievement levels in both the "ELA Learning Gains" and "Math Learning Gains" reporting categories.
Monitoring:	Instructional Coaches will conduct walk-throughs and attends grade level meetings to provide feedback on instruction and resources for improvements on instruction and group-work.
Person responsible for monitoring outcome:	Jessica Medina (jessmedina@dadeschools.net)
Evidence-based Strategy:	Instructional Coaches will monitor student progress using i-Ready reports and class assessment achievement.
Rationale for Evidence-based Strategy:	As per our recent state assessment scores, evidence shows that our lowest scores are those students in the lowest 25 percentile not making adequate learning gains.

Action Steps to Implement

Assistant Principals will monitor the implementation and fidelity of coaching provided our Instructional Coaches. Coaching logs and student achievement will be reviewed on an ongoing basis.

Person Responsible	Jessica Medina (jessmedina@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	The positions of an interventionist per grade level were created in order to provide our students with additional support. Interventionists are certified teachers who assigned to provide students with additional support in and out of the classroom. Differentiated Instruction will be focused on data and students will be pulled out for small group instruction on a daily basis.
Measurable Outcome:	In order to address the needs of each of our students in our lowest 25 percentile, our goal is to have a 10% increase in achievement levels in both the "ELA Lowest 25 Percentile" and "Math Lowest 25 Percentile" reporting categories.
Monitoring:	Interventionists will follow a schedule by grade-level that will focus on those students in the lowest 25 percentile per grade for both ELA and Math. Interventionists will visit classrooms daily, meet with teachers for planning, provide feedback and support to teachers, and use resources for improvements on instruction and group-work.
Person responsible for monitoring outcome:	Vanessa Nario (vnario@pinecrestglades.com)
Evidence-based Strategy:	Interventionists will monitor student progress using i-Ready reports and class assessment achievement.
Rationale for Evidence-based Strategy:	As per our recent state assessment scores, evidence shows low scores are those students in the lowest 25 percentile not making adequate learning gains.

Action Steps to Implement

Assistant Principals will monitor the implementation and fidelity of intervention provided our Interventionists. Intervention logs and student achievement will be reviewed on an ongoing basis.

Person Responsible	Vanessa Nario (vnario@pinecrestglades.com)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Data Chats, Professional Development (PD) Meetings/Trainings, and Professional Learning Community Meetings/Department Meetings will be occurring with Instructional Coaches, Departments, and Administration on a monthly basis. The Main Focus for all meetings/trainings will be to discuss and drive instruction for support and improvements throughout all content areas, specifically in math and science.
Measurable Outcome:	In order to address the needs of each of our student, our goal is to have a 10% increase in achievement levels in the proficiency reporting categories of ELA, math, and science.
Monitoring:	Assistant Principals and Instructional Coaches will meet to plan and coordinate professional developments, PLC's, and data chats with each grade level in order to provide support and ideas for improvements for all content areas. Departments will meet in order to decide reporting categories where teachers need to specify improvements. Administration will also provide feedback from walkthroughs to ensure quality instruction is taking place based on the information provided at these meetings.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Administration will conduct walkthroughs to ensure quality instruction is taking place based on the information provided at all trainings/meetings.
Rationale for Evidence-based Strategy:	Data driven instruction based on the trainings/meetings provided will ensure that teachers are using relevant data to plan individualized lesson for specific content areas. teachers will continually make adjustments to their instruction as new data becomes available.

Action Steps to Implement

Assistant Principals will monitor the implementation and fidelity teacher trainings on differentiated and data-driven instruction.

Person Responsible	Jessica Medina (jessmedina@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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 school data from last year, PGA falls into the "low" category in the School Safety Dashboard. Therefore, we will continue to implement all our safety precautions and protocols during the 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.

At Pinecrest Glades Academy, building a positive school culture starts with our teachers and staff working together to promote a positive learning environment that engages students and maximizes their ability to learn. At PGA, we strive to ensure that all students feel happy and secure. Our Positive Behavioral Interventions and Supports (PBIS) and Character Education programs play a pivotal role in helping our students become caring, compassionate and responsible individuals. Our teachers and counselor communicate regularly with parents regarding school services and activities. Our Educational Excellence School Advisory Committee (EESAC) meetings provide a forum for parents, teachers, students, community business representatives and the school administration where all stakeholders are able to discuss and make decisions that directly impact instruction as well as culture. We host events that provide opportunities for all stakeholders to be involved and share the information and photos from the events on our school website and social media accounts.

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

Our stakeholders include parents, students, teachers, other support staff on campus, local business owners, and local law enforcement. Through involvement in the EESAC, our PGA Parents as Liaisons (PAL) organization, and on-campus events, each stakeholder's participation helps us promote a positive school culture in a safe environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				$101,600.16
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	2031 - Pinecrest Glades Academy	Other Federal		$101,600.16
			Notes: ESSER II Funds: Instructional Coaches			
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				$115,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	2031 - Pinecrest Glades Academy	Other Federal		$115,000.00
			Notes: ESSER II Funds: Interventionists			
3	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$0.00**
					Total:	**$216,600.16**