

Miami-Dade County Public Schools

# Pinecrest Glades Preparatory Academy Middle High School



## 2021-22 Schoolwide Improvement Plan

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# Pinecrest Glades Preparatory Academy Middle High School

15250 SW EIGHTH ST, Miami, FL 33194

www.pinecrestglades.org

## Demographics

Principal: Susie Dopico

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<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)	54%
<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 (63%) 2017-18: A (63%) 2016-17: A (66%)
<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.

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# Pinecrest Glades Preparatory Academy Middle High School

15250 SW EIGHTH ST, Miami, FL 33194

[www.pinecrestglades.org](http://www.pinecrestglades.org)

## 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)
High School 6-12	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	97%

## School Grades History

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

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<https://www.floridacims.org>.

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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 Middle High 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 Middle High 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 Middle-High 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 Middle High
Espinoza, Tommy	Assistant Principal	Assist in all school operations and safety at Pinecrest Glades Academy Middle High
Nario, Vanessa	Assistant Principal	Assist in all school operations and safety at Pinecrest Glades Academy Middle High
Santos, Zuleika	Assistant Principal	Assist in all school operations and safety at Pinecrest Glades Academy Middle High
Quintero, Barbara	Other	Assist in all school operations and safety at Pinecrest Glades Academy Middle High
Chaine, Andriana	Instructional Coach	
Sarkarati, Sylvia	School Counselor	Serves as a liaison between the families and the school to continuously support the student's social, emotional, mental, and educational needs.
Benigno-Lantz, Arlene	School Counselor	Serves as a liaison between the families and the school to continuously support the student's social, emotional, mental, and educational 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.*

18

**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.*

8

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

35

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

894

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

8

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

13

**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	205	192	151	147	85	57	57	894	
Attendance below 90 percent	0	0	0	0	0	0	1	0	1	0	1	1	1	5	
One or more suspensions	0	0	0	0	0	0	2	4	0	0	0	0	2	8	
Course failure in ELA	0	0	0	0	0	0	1	0	0	2	3	0	1	7	
Course failure in Math	0	0	0	0	0	0	13	3	6	0	2	0	0	24	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	18	15	15	6	4	0	0	58	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	13	5	8	2	0	0	44	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	59	50	33	31	33	0	0	206	

**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	2	3	0	0	1	0	0	6

**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	2	1	0	0	0	0	0	3	
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	0	0	0	0	0	0	202	162	179	90	61	65	42	801	
Attendance below 90 percent	0	0	0	0	0	0	2	2	3	1	0	0	0	8	
One or more suspensions	0	0	0	0	0	0	1	0	1	0	1	0	1	4	
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	0	0	18	15	15	6	4	0	0	58	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	13	5	8	2	0	0	44	

**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	

## 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%	59%	56%	69%	59%	56%
ELA Learning Gains				69%	54%	51%	51%	56%	53%
ELA Lowest 25th Percentile				59%	48%	42%	48%	51%	44%
Math Achievement				68%	54%	51%	78%	51%	51%
Math Learning Gains				41%	52%	48%	65%	50%	48%
Math Lowest 25th Percentile				45%	51%	45%	59%	51%	45%
Science Achievement				61%	68%	68%	52%	65%	67%
Social Studies Achievement				83%	76%	73%	66%	73%	71%

### 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	74%	58%	16%	54%	20%
Cohort Comparison						
07	2021					
	2019	75%	56%	19%	52%	23%
Cohort Comparison		-74%				
08	2021					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-75%				
09	2021					
	2019	80%	55%	25%	55%	25%
Cohort Comparison		-69%				
10	2021					
	2019	82%	53%	29%	53%	29%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	81%	58%	23%	55%	26%
Cohort Comparison						
07	2021					
	2019	41%	53%	-12%	54%	-13%
Cohort Comparison		-81%				
08	2021					
	2019					
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	24%	43%	-19%	48%	-24%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	68%	9%	67%	10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	73%	10%	71%	12%
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	62%	63%	-1%	61%	1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	54%	12%	57%	9%

### Grade Level Data Review - Progress Monitoring Assessments

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

Students in grades 6-10 used iReady for both reading and language arts. Students in 6th-8th grade math used iReady. Students in high-school math courses use district exams from Performance Matters.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	114/58	107/56	107/57
	Economically Disadvantaged	99/46	95/48	96/45
	Students With Disabilities	11/9	10/20	11/36
	English Language Learners	4/0	4/25	4/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	99/54	111/57	125/65
	Economically Disadvantaged	92/36	97/51	98/52
	Students With Disabilities	9/0	11/18	10/10
	English Language Learners	9/0	4/25	4/25

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	84/56	98/62	102/70
	Economically Disadvantaged	64/39	64/55	55/69
	Students With Disabilities	5/60	6/67	6/100
	English Language Learners	6/0	6/17	6/17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	89/28	92/43	92/57
	Economically Disadvantaged	44/39	44/48	44/57
	Students With Disabilities	5/40	5/60	5/80
	English Language Learners	5/0	6/17	6/33
	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	71/48	N/A
Civics	Economically Disadvantaged	N/A	53/47	N/A
	Students With Disabilities	N/A	7/57	N/A
	English Language Learners	N/A	5/40	N/A
	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	71/48	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	106/60	121/68	114/67
	Economically Disadvantaged	72/60	72/61	69/67
	Students With Disabilities	7/29	7/57	7/71
	English Language Learners	6/17	6/17	6/17
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49/8	47/11	46/24
	Economically Disadvantaged	21/14	20/10	19/26
	Students With Disabilities	5/20	5/40	5/40
	English Language Learners	4/0	4/0	4/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	70/3	11/20	N/A
	Economically Disadvantaged	16/0	14/14	N/A
	Students With Disabilities	7/0	7/0	N/A
	English Language Learners	3/0	3/33	N/A

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/41	55/71	26/36
	Economically Disadvantaged	34/41	32/34	27/48
	Students With Disabilities	6/0	5/0	4/0
	English Language Learners	3/33	1/50	2/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	11/73	N/A
	Economically Disadvantaged	N/A	6/50	N/A
	Students With Disabilities	N/A	1/100	N/A
	English Language Learners	N/A	1/0	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	50/0	53/4	N/A
	Economically Disadvantaged	16/0	17/0	N/A
	Students With Disabilities	1/0	1/0	N/A
	English Language Learners	1/0	1/0	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/36	28/46	27/52
	Economically Disadvantaged	28/18	28/32	25/36
	Students With Disabilities	5/0	5/0	5/20
	English Language Learners	5/0	2/0	1/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	5/50	N/A
	Economically Disadvantaged	N/A	4/50	N/A
	Students With Disabilities	N/A	1/100	N/A
	English Language Learners	N/A	1/0	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/0	4/0	N/A
	Economically Disadvantaged	2/0	2/0	N/A
	Students With Disabilities	1/0	1/0	N/A
	English Language Learners	1/0	1/0	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A



Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	26/35	N/A
	Economically Disadvantaged	N/A	4/25	N/A
	Students With Disabilities	N/A	0/0	N/A
	English Language Learners	N/A	0/0	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

## 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**

<b>Area of Focus Description and Rationale:</b>	The position of Instructional Coaches were created in order to provide our teachers with additional support. Instructional Coaches are veteran teachers pulled to provide teachers with guidance during department meetings, data-driven instruction, and instructional planning meetings, and by pulling students for small group instruction.
<b>Measurable Outcome:</b>	Our goal is to have a 10% increase in achievement levels in both the "ELA Learning Gains" and "Math Learning Gains" reporting categories.
<b>Monitoring:</b>	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.
<b>Person responsible for monitoring outcome:</b>	Zuleika Santos (zsantos@dadeschools.net)
<b>Evidence-based Strategy:</b>	Instructional Coaches will monitor student progress using i-Ready reports and class assessment achievement.
<b>Rationale for Evidence-based Strategy:</b>	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** Zuleika Santos (zsantos@dadeschools.net)

**#2. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** The positions of interventionists 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:** Zuleika Santos (zsantos@dadeschools.net)

**Evidence-based Strategy:** Instructional Coaches will monitor student progress using i-Ready and IXL reports, and Performance Matters progress monitoring data 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 intervention provided our Interventionists. Intervention logs and student achievement will be reviewed on an ongoing basis.

**Person Responsible** Zuleika Santos (zsantos@dadeschools.net)

**#3. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	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.
<b>Monitoring:</b>	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.
<b>Person responsible for monitoring outcome:</b>	Tommy Espinoza (tespinoza@pinecrestglades.com)
<b>Evidence-based Strategy:</b>	Administration will conduct walkthroughs to ensure quality instruction is taking place based on the information provided at all trainings/meetings.
<b>Rationale for Evidence-based Strategy:</b>	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** Tommy Espinoza (tespinoza@pinecrestglades.com)

**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 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				\$56,110.08
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	7027 - Pinecrest Glades Prepa Academy Middle Hs	Other Federal		\$56,110.08
			Notes: ESSER II Funds: Instructional Coach			
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$42,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	7027 - Pinecrest Glades Prepa Academy Middle Hs	Other Federal		\$42,000.00
			Notes: EESER II Funds: Interventionists			
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
Total:						\$98,110.08