Pinecrest Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Pinecrest Elementary School

10250 SW 57TH AVE, Miami, FL 33156

http://pinecrestelementary.dadeschools.net/

Demographics

Principal: Suzette Fraginals L

Start Date for this Principal: 7/15/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	20%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (77%) 2016-17: A (76%)
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.

Table of Contents

Pinecrest Elementary School

10250 SW 57TH AVE, Miami, FL 33156

http://pinecrestelementary.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)
Elementary School PK-5	No	17%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

In an ever-changing global community, Pinecrest Elementary is dedicated to developing lifelong learners who
can cooperatively and successfully compete in a highly competitive technological world.

Provide the school's vision statement.

Pinecrest Elementary School is dedicated to nurturing each student's growth and pursuit of excellence in
our dynamic multicultural and technological world. The Pinecrest Family believes in the unlimited ability of all
students to become responsible and contributing citizens. Together, we will provide a secure and positive
environment to stimulate intellectual development, enhance personal qualities, and foster respect for individual
differences. As part of our mission to develop the whole child we are equally dedicated to encouraging creative
endeavors, guiding students towards personal and emotional fulfillment, and providing health awareness for
lifetime fitness. To this end, Pinecrest Elementary School seeks and welcomes the participation of all members
of our community who share in this commitment.

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
Zaldua, Lynn	Principal	The principal leads the school community in the achievement of the school's vision and mission. The principal supports the instructional leaders, engages and collaborates with stakeholders, and guides the school's decision-making processes.
Mayo, Maria	Assistant Principal	The assistant principal supports instructional leaders, engages and collaborates with stakeholders, leads data analysis, and facilitates professional development.
Cruz, Yamberli	Assistant Principal	The assistant principal supports instructional leaders, engages and collaborates with stakeholders, leads data analysis, facilitates professional development, and supports the School Improvement Process..
Maestas, Alyssa	ELL Compliance Specialist	The teacher leads the EESAC and shares information related to the School Improvement Plan (SIP).
Slodarz, Nancy	Teacher, ESE	The teacher leads and shares district information from the math department within the school.
Cereijo, Teresa	Teacher, K-12	The teacher leads and shares district information from the ELA department within the school.
Meyer, Norma	Teacher, PreK	The teacher leads and shares information from the Early Childhood Department and serves as the United Teachers of Dade (UTD) Steward who shares information on the union contract and ensures compliance.

Demographic Information

Principal start date
Wednesday 7/15/2015, Suzette Fraginals L

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.*
35

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.*
17

Total number of teacher positions allocated to the school
58

Total number of students enrolled at the school
935

Identify the number of instructional staff who left the school during the 2020-21 school year.
18

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	143	142	174	171	161	144	0	0	0	0	0	0	0	935
Attendance below 90 percent	3	1	4	0	1	2	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	5	25	20	12	5	0	0	0	0	0	0	0	67

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	1	1	0	0	1	0	0	0	0	0	0	0	3

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	1	1	2	0	2	0	0	0	0	0	0	0	6
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
Wednesday 6/30/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	142	161	170	165	147	187	0	0	0	0	0	0	0	972
Attendance below 90 percent	2	4	0	1	2	2	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	0	0	1	0	0	0	0	0	0	0	3
Course failure in Math	0	2	0	1	1	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	2	0	0	1	3	0	0	0	0	0	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	1	1	2	0	2	0	0	0	0	0	0	0	6
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				86%	62%	57%	84%	62%	56%
ELA Learning Gains				72%	62%	58%	75%	62%	55%
ELA Lowest 25th Percentile				55%	58%	53%	72%	59%	48%
Math Achievement				88%	69%	63%	87%	69%	62%
Math Learning Gains				81%	66%	62%	72%	64%	59%
Math Lowest 25th Percentile				74%	55%	51%	61%	55%	47%
Science Achievement				78%	55%	53%	91%	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	89%	60%	29%	58%	31%
Cohort Comparison						
04	2021					
	2019	82%	64%	18%	58%	24%
Cohort Comparison		-89%				
05	2021					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-82%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	88%	67%	21%	62%	26%
Cohort Comparison						
04	2021					
	2019	86%	69%	17%	64%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-88%				
05	2021					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	77%	53%	24%	53%	24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Our school uses i-Ready ELA and math progress monitoring tools for grades K-5.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	89.8	88.6	84.6
	Economically Disadvantaged	56.7	80	73.3
	Students With Disabilities	50	66.7	50
	English Language Learners	37.5	25	37.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53.7	75.2	81.9
	Economically Disadvantaged	40	60	66.7
	Students With Disabilities	66.7	50	50
	English Language Learners	25	25	50

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77.6	88.8	88.2
	Economically Disadvantaged	80.8	80.8	76.9
	Students With Disabilities	58.3	58.3	50
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	77	85.7
	Economically Disadvantaged	34.6	46.2	65.4
	Students With Disabilities	41.7	25	50
	English Language Learners	0	0	0

Grade 3			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	75.3	92	92.7
	Economically Disadvantaged	52.4	81	76.2
	Students With Disabilities	40	50	60
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.3	74	84
	Economically Disadvantaged	28.6	33.3	52.4
	Students With Disabilities	20	40	50
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72.7	87.8	82
	Economically Disadvantaged	64.3	78.6	67.9
	Students With Disabilities	27.8	50	38.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55.4	79.9	87.8
	Economically Disadvantaged	53.6	64.3	71.4
	Students With Disabilities	16.7	44.4	55.6
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72.9	86.1	77.8
	Economically Disadvantaged	46.9	68.8	56.3
	Students With Disabilities	40	60	70
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63.2	80.6	83.3
	Economically Disadvantaged	37.5	59.4	65.6
	Students With Disabilities	30	50	70
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	46	0
	Economically Disadvantaged	0	26	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

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	47	50		50	40		40				
ELL	77	73	64	65	58	46	67				
ASN	100			95							
BLK	73			67							
HSP	83	68	54	75	60	38	69				
WHT	95	76	80	92	63	75	85				
FRL	68	73	53	59	58	50	52				

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	48	55	59	72	75	73	40				
ELL	80	60	58	79	80	73	54				
ASN	100	100		100	91						
BLK	75	50		75	70						
HSP	86	67	54	87	81	74	73				
WHT	87	76	56	90	79	68	85				
FRL	76	60	42	75	77	76	59				

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	36	63	62	43	58	50	45				
ELL	56	68	61	68	59	45	67				
ASN	95	95		95	80		100				
BLK	70			70							
HSP	80	72	72	85	66	59	89				
WHT	90	76	77	90	83	72	92				
FRL	69	63	56	73	63	58	83				

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	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	552

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	64
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	98
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	63
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

Multiracial Students	
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	81
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	59
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?

2019 data findings:
The school to district comparison shows high FSA ELA achievement levels for the school. On the 2019 FSA ELA assessment, 57% of students scored Proficient in the school district. On the 2019 FSA ELA assessment, 86% of students in the school scored Proficient. All subgroups except for White (WHT) increased in ELA achievement from the 2018 school year to the 2019 school year.

2021 data findings:
The 2021 FSA data shows high FSA ELA overall achievement levels for the school. On the 2021 FSA ELA assessment, 87% of students in grades 3-5 scored Proficient. That was a one-percentage point increase from 86% on the 2019 FSA ELA. Additionally, 72% of students showed ELA LG on the 2021 FSA.

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

2019 data findings:
FSA Math overall Learning Gains increased from 72 percentage points in 2018 to 81 percentage points in 2019. FSA Math Learning Gains of the L25 increased from 61 percentage points in 2018 to 74 percentage points in 2019. All subgroups except for White (WHT) increased in math Learning Gains in 2019. All subgroups in our L25, except for White (WHT), increased in math Learning Gains in 2019.

2021 data findings:
FSA Math overall Learning Gains decreased from 81 percentage points in 2019 to 62 percentage points in 2021. FSA Math Learning Gains of the L25 decreased from 74 percentage points in 2019 to 51 percentage points in 2021. This recent 2021 decrease in Learning Gains and Learning Gains of the L25 from the previous year reflects our 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?

2019 data findings:
ELA overall proficiency of 84% in 2018 and 86% in 2019 were lower than the overall math proficiency of 87% in 2018 and 88% in 2019. Therefore, the school shifted it's School Improvement Plan focus from math to ELA. Differentiated instruction strategies in ELA were shared and additional support and professional development were provided relating to reading intervention. The focus on ELA is likely a contributing factor to the decrease in math Learning Gains ang Learning Gains of the L25.

2021 data findings:
FSA Math overall Learning Gains decreased from 81 percentage points in 2019 to 62 percentage points in 2021. FSA Math Learning Gains of the L25 decreased from 74 percentage points in 2019 to 51 percentage points in 2021. New actions to increase learning gains in mathematics include a new focus on mathematics in differentiated instruction. In addition, the math department chair will provide more support to teachers as it relates to providing data-based intervention in mathematics.

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

2019 data findings:
FSA math Learning Gains increased from 72 percentage points in 2018 to 81 percentage points in 2019. FSA math Learning Gains of the L25 increased from 61 percentage points in 2018 to 74 percentage points in 2019.

2021 data findings:
FSA ELA Learning Gains of the L25 increased from 55 percentage points in 2019 to 61 percentage points in 2021. FSA ELA Proficiency increased from 86 percentage points in 2019 to 87 percentage points in 2021.

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

2019 data findings:
The contributing factors to the increase in math Learning Gains and Learning Gains of the L25 in 2019 was a shift in our School Improvement Plan from ELA to math. Teachers shared best practices related to mathematics at "Quarterly Tailgates", additional support was provided to teachers for math differentiated instruction, and data chats were held with all teachers to consistently review and update small groups for instruction and ensure targeted instruction was being delivered.

2021 data findings:
In 2021 ELA data analysis was at the forefront of department meetings, common planning time, and parent teacher conferences. All struggling students, including those learning online and in a face-to-face setting, were offered multiple avenues to receive additional support in ELA including tutoring before school, after school. As a new action, our school also offered tutoring on Saturday mornings.

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

Targeted instruction and intervention will be needed to accelerate learning. Teachers will use data from diagnostic assessments to identify areas of proficiency and areas for growth for each student. Data will be used target instruction during differentiated instruction and intervention.

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.

Teachers will be provided with professional development on how to use available district-provided tools to differentiate instruction in ELA and mathematics. Select teachers will attend Monthly iCAD professional development sessions and share best practices during monthly ELA and mathematics department meetings. Additionally, an emphasis on how to differentiate instruction and create targeted intervention lessons will be maintained during professional development days.

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 in the next year and beyond, teachers will continue to have access to the following supplemental resources to assist them in providing ongoing progress monitoring and differentiated lessons: IXL, Reading Plus, Imagine Learning, i-Ready, and Accelerated Reader. After school tutoring will continue to be provided to students identified as needing additional reading and/or math support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Small Group Instruction. We selected the overarching area of Small Group Instruction based on our findings that demonstrated learning gains in mathematics decreased. Mathematics overall learning gains decreased by 19 percentage points, from 81% on the 2019 FSA to 62% on the 2021 FSA. Mathematics learning gains of the L25 decreased by 23 percentage points, from 74% on the 2019 FSA to 51% on the 2021 FSA. A focus on Small Group Instruction will allow teachers to differentiate instruction based on the specific needs of each student based on assessment data.
Measurable Outcome:	If we successfully implement Small Group Instruction, then our mathematics learning gains and our mathematics learning gains of the L25 will each increase to 70%.
Monitoring:	The Leadership Team will hold monthly meetings to discuss student data and observable trends in intervention and differentiated instruction. The Leadership Team will work together to identify teacher and student needs and support teachers in data analysis and differentiating instruction. As a result, the assistant principal and teachers will work together to monitor the i-Ready data of students in intervention.
Person responsible for monitoring outcome:	Lynn Zaldua (lynnzaldua@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of Data-Driven Decision Making. As a result, teachers plan their interventions based on fluid student needs as indicated by data including i-Ready diagnostics, i-Ready progress monitoring and Topic Assessments.
Rationale for Evidence-based Strategy:	A focus on Data-Driven Decision Making will ensure that individual student needs are being targeted. Our data indicated that our L25 are in need of additional support, particularly in mathematics. As a result, teachers will use data to meet the needs of those students and help them make learning gains and achieve proficiency.

Action Steps to Implement

08/31-10/11- Students will participate in the mid-chapter checkpoint assessment to ensure students have mastered the standards presented half-way through the chapter. As a result, teachers will have timely feedback for prompt intervention.

Person Responsible	Yamberli Cruz (mrscruz@dadeschools.net)

08/31-10/11- Based on data attained during mid-chapter checkpoints, chapter tests and topic assessments, teachers will assign IXL lessons according to skills not yet mastered. As a result of using this supplemental resource, teachers will reteach the concept and provide students the opportunity to demonstrate mastery.

Person Responsible	Yamberli Cruz (mrscruz@dadeschools.net)

09/27-10/01- Teachers will review formative classroom data and the results of the Mathematics i-Ready AP1 diagnostic assessments. As a result, teachers will modify their small groups for intervention.

Person Responsible	Yamberli Cruz (mrscruz@dadeschools.net)

09/29- At the STEAM department meeting, the math department chair will model how to use mid-chapter checkpoint assessments to assign lessons in IXL. As a result, teachers will know how to obtain data from the mid-chapter assessments and assign corresponding lessons in IXL.

Person Responsible   Yamberli Cruz (mrscruz@dadeschools.net)

11/1-12/21- Provide teachers with permalinks for Topic Assessment data. Math department chair will support teachers whose students are not showing mastery.

Person Responsible   Yamberli Cruz (mrscruz@dadeschools.net)

11/1-12/21- After-school tutoring for 4th and 5th grade students in the L25 and before-school tutoring for students in 3rd grade based on student need will be provided.

Person Responsible   Yamberli Cruz (mrscruz@dadeschools.net)

11/1-12/21- Send updates to math teachers every 2 weeks regarding student progress on the Reflex Math Challenge (engagement and green lights). Update the Reflex Math Challenge chart weekly to show the progress of each class on the competition.

Person Responsible   Nancy Slodarz (nslodarz@dadeschools.net)

11/1-12/21- Use data from Topic Assessments to assign differentiated IXL lessons for students.

Person Responsible   Yamberli Cruz (mrscruz@dadeschools.net)

2/14/22 - 2/18/22 - The assistant principal will host data chats teachers after i-Ready AP2 testing has been completed. During the data chats, i-Ready Proficiency Predictor Reports will be reviewed with teachers to revisit current intervention groups.

Person Responsible   Yamberli Cruz (mrscruz@dadeschools.net)

2/21/22 - 2/25/22 - Modify intervention groups and strategies based on data from AP2 and discussions during data chats.

Person Responsible   Yamberli Cruz (mrscruz@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Professional Learning. We selected the overarching area of Professional Learning based on our findings from the 2019 and 2021 Professional Development (PD) Needs Survey's. When teachers were asked to rank the reasons they attend PD opportunities, both years they ranked "continue professional growth" as the last reason to attend a PD and "improve student outcomes" as the second to last reason to attend professional development. We see a critical need to provide relevant professional development that should lead to improved learning outcomes for students.
Measurable Outcome:	If we successfully implement Professional Learning, then our teachers will show that they are benefiting from PD opportunities by ranking "improve student outcomes" and "continue professional growth" higher on the 2021-2022 PD Needs Assessment.
Monitoring:	The Leadership Team and Professional Development Liaison will meet monthly and plan PDs based on areas of need as indicated by teachers. They will discuss what has been successful at previous PDs and what areas can be improved upon. A focus on providing relevant PDs will be maintained throughout the year. Additionally, department meetings will provide opportunities for professional development.
Person responsible for monitoring outcome:	Lynn Zaldua (lynnzaldua@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Professional Learning, our school will focus on the evidence-based strategy of Effective Curriculum and Resource Utilization. Professional development will focus on how teachers can use hard copy and digital curriculum resources to enhance their lessons.
Rationale for Evidence-based Strategy:	Effective Curriculum and Resource Utilization will ensure that teachers are utilizing resources that have been designed specifically to meet the needs of all students in each grade level. Additionally, with new tools available to teachers within the McGraw-Hill Wonders reading series, it is imperative that teachers receive professional development and ongoing support from teacher leaders within the school.

Action Steps to Implement

08/31-09/03- A schedule of leadership meetings, department meetings, and EESAC meetings will be distributed. Teachers will be invited to join the leadership team and the five open positions for teachers on EESAC will be advertised. As a result, teachers will have an increased opportunity to participate in leadership meetings, department meetings, and EESAC meetings that support professional development and growth.

Person Responsible	Lynn Zaldua (lynnzaldua@dadeschools.net)

09/08- Teacher leaders will present information to their peers during the monthly department meeting. As a result, teachers will gain ownership and greater understanding of how to effectively program materials, technology, pacing guides, task cards and supplemental resources to support student learning.

Person Responsible	Lynn Zaldua (lynnzaldua@dadeschools.net)

09/12- At the first faculty meeting of the school year, the IPEGS standards will be reviewed with a focus on Performance Standard 7: Professionalism. It will be shared with teachers that to earn a Highly Effective rating in that standard, the teacher must "contribute to the professional growth of others and/or assume a

leadership role within the learning community". As a result, this will cause a shift in practice which encourages teachers to support each other's professional growth.

Person Responsible   Lynn Zaldua (lynnzaldua@dadeschools.net)

10/05- At the Leadership Team Meeting, teacher leaders and administrators will discuss the professional needs of teachers in preparation for the October 29 professional development day. As a result, the focus of the professional development day will be determined as well as who will be responsible for leading the professional development day activities and presentations.

Person Responsible   Lynn Zaldua (lynnzaldua@dadeschools.net)

11/1-11/12- During grade level meetings, representatives from each grade level that were trained on the implementation of the Reading Horizons program will provide professional development to their grade level.

Person Responsible   Yamberli Cruz (mrscruz@dadeschools.net)

11/10- At the next ELL department meeting, the ELL department chairperson will provide professional development that highlights key features of IXL for reading.

Person Responsible   Teresa Cereijo (tcereijo@dadeschools.net)

11/17- At the next STEAM department meeting, department chairpersons will provide IXL tutorials and IXL support to teachers.

Person Responsible   Nancy Slodarz (nslodarz@dadeschools.net)

2/23/22 - In preparation for FSA Crunch Time, the following math resources and best practices will be shared at the February 23 STEAM department meeting: practical ways to differentiate FSA Crunch Time for each student in class (Ms. Haim and Ms. Kondrat), how to utilize IXL Florida Standardized Assessments (Ms. Lemon), accessing and using the i-Ready Toolbox Prep for Testing and how to update SAT dailies (Ms. Slodarz), using IXL as a Roadmap for Bootcamp (Ms. Kondrat and Ms. Bobadilla).

Person Responsible   Nancy Slodarz (nslodarz@dadeschools.net)

2/9/22 - At the February 9 ELA department meeting, the following will be reviewed to prepare for FSA Crunch Time: how to efficiently make use of the i-Ready AP2 Placement Analysis, how to access and use the i-Ready Toolbox Prep for Testing, ideas to supplement the SAT dailies using the i-Ready Toolbox.

Person Responsible   Teresa Cereijo (tcereijo@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted Element of Social Emotional Learning. The 2019-2020 Student School Climate Survey indicated that 47% of student respondents "agreed" or "strongly agreed" that "students in my school usually follow the rules." The 2020-2021 Student School Climate Survey indicated that only 59% of student respondents "agreed" or "strongly agreed" that "students in my school usually follow the rules."
Measurable Outcome:	If we successfully implement the Targeted Element of Social Emotional Learning, our students will increase their feeling of being supported by adults at the school by five percentage points as indicated on the 2022 School Climate Survey.
Monitoring:	The leadership team, school counselor, and media specialist will work together to help teachers encourage the use of positive activities in class such as daily classroom "shout outs", reflective journaling, and discussions based on SEL "check-ins" provided by the school counselor.
Person responsible for monitoring outcome:	Yamberli Cruz (mrscruz@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Restorative Justice Practices (RJP). Our school counselor will attend RJP professional development sessions and share specific RJP strategies for teachers to incorporate in the classroom.
Rationale for Evidence-based Strategy:	School operations provided training to selected school personnel on RJP. Upon implementation with a sample group, these practices proved effective in building community and reducing conflict with students at the school. As a result, school-wide implementation of RJP will take place by involving all classroom teachers.

Action Steps to Implement

08/31-09/03- Two Restorative Justice Practices (RJP) groups will be created. The school counselor and assistant principal will meet to do the following: determine which two grade levels will have an RJP group, discuss how many students should be in each group, develop an RJP meeting schedule including meeting time and place, and select students who will be asked to participate in each of the two RJP groups. Students will be selected based on early warning indicators and student services referrals from the previous year. As a result, students will develop a repertoire of strategies to support their social-emotional needs.

Person Responsible	Yamberli Cruz (mrscruz@dadeschools.net)

08/31-09/03- The school counselor and assistant principal will create a letter to inform parents of the RJP group. As a result, the school will obtain parental support for participation in the program.

Person Responsible	Yamberli Cruz (mrscruz@dadeschools.net)

08/31-10/11- The school's RJP groups will meet weekly with the school counselor. The school counselor and assistant principal will meet with each other to discuss the progress of the group and individual student successes and challenges. As a result, modifications to the program will be made if the need arises.

Person Responsible	Yamberli Cruz (mrscruz@dadeschools.net)

09/14- To demonstrate the value of SEL, team-building activities will be incorporated into faculty meetings. As a result, these activities will build cohesion, help teachers new to the building become familiar with each other and set the tone for a positive school climate.

Person Responsible Yamberli Cruz (mrscruz@dadeschools.net)

11/15-11/19- Upon the hiring of a second school counselor, counseling tasks will be reviewed and divided so that each counselor is able to spend more time working with students individually and in small groups.

Person Responsible Yamberli Cruz (mrscruz@dadeschools.net)

11/1-12/21- The school counselor will provide lessons using socio-emotional concepts to different grade levels on a rotating schedule.

Person Responsible Yamberli Cruz (mrscruz@dadeschools.net)

11/1-12/21- Restorative Justice Practices (RJP) groups will be held weekly with select students and the school counselor.

Person Responsible Yamberli Cruz (mrscruz@dadeschools.net)

11/1-12/21- The school counselor will explore the feasibility of creating an afterschool "Kindness Club" that will encourage kind acts and engagement in projects that will benefit others.

Person Responsible Yamberli Cruz (mrscruz@dadeschools.net)

1/31/22 – 4/29/22 - The school counselor will provide lessons using socio-emotional concepts to different grade levels on a rotating schedule

Person Responsible Yamberli Cruz (mrscruz@dadeschools.net)

1/31/22 – 4/29/22 - Restorative Justice Practices (RJP) groups will be held weekly with select students and the school counselor.

Person Responsible Yamberli Cruz (mrscruz@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	On the 2020-2021 School Climate Survey, 74% of teachers indicated that they felt supported by teachers leaders weekly. On the 2019-2020 School Climate Survey, 68% of teachers indicated that they felt supported by teachers leaders weekly. Our instructional leadership team will meet monthly to discuss how to best support current teachers and teachers new to the school building. As a result, the percentage of our teachers who indicate that they feel supported by teacher leaders will continue to increase.
Measurable Outcome:	If we successfully implement the Instructional Leadership Team, then 75% or more of our teachers will state that they are supported by teacher leaders weekly on the 2021-2022 SIP Survey.
Monitoring:	The School Leadership Team will meet monthly and discuss upcoming PD opportunities. A focus will be maintained on how to best support teachers in meeting the needs of all of their students.
Person responsible for monitoring outcome:	Lynn Zaldua (lynnzaldua@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of the Instructional Leadership Team, our school will focus on the evidence-based strategy of Generating Momentum to Accomplish School and Community Goals. As a result, the School Leadership Team will work together to ensure that support provided to teachers is designed to be engaging, support collegiality, and continues throughout the school year.
Rationale for Evidence-based Strategy:	Generating Momentum to Accomplish School and Community Goals will allow us to maintain a focus on continually improving professional development provided to our teachers and supporting teachers with their professional needs. It will help the School Leadership Team to continually support teachers throughout the school year and work together to overcome hurdles and brainstorm solutions.

Action Steps to Implement

10/05- The leadership team will meet to plan the first "Galaxy Tour." Quarterly Galaxy Tours will be hosted by the leadership team as an opportunity for teacher leaders to provide support and for teachers to learn from one another. As a result, each quarter a different building or grade level(s) will be selected to host a Galaxy Tour.

Person Responsible	Lynn Zaldua (lynnzaldua@dadeschools.net)

10/05- At the Leadership Team Meeting, teacher leaders and administrators will discuss the professional needs of teachers in preparation for the October 29 professional development day. As a result, the focus of the professional development day will be determined as well as who will be responsible for leading the professional development day activities and presentations.

Person Responsible	Lynn Zaldua (lynnzaldua@dadeschools.net)

10/07- Teachers hosting the first Galaxy Tour will be notified. The leadership team will provide support to participating teachers if they have any questions about the Galaxy Tour. As a result, teachers will be prepared to showcase their strengths and support their colleagues.

Person Responsible	Lynn Zaldua (lynnzaldua@dadeschools.net)

10/11- During the week of October 11 the first Galaxy Tour will take place. All teachers in the hallway/ building will open their doors to host their colleagues. During this time, host teachers will be encouraged to

share strategies and resources with which they have had success. Visiting teachers will be encouraged to take notes, pictures, ask questions, and visit each classroom. As a result, teachers will tap into each other's individual strengths.

Person Responsible Lynn Zaldua (lynnzaldua@dadeschools.net)

11/1- A survey will be created to ensure that teacher leaders are meeting professional development needs during the STEAM and ELA department meetings. The survey will ask teachers about their current comfort and knowledge level regarding the new reading series, the Reading Horizons series, and IXL for reading and math.

Person Responsible Alyssa Maestas (maestas@dadeschools.net)

11/1-11/5- Develop a protocol to use in future leadership team meetings. The focus will be on providing a space for teacher leaders to share what has been working, seek guidance from one another and from administration, and work together to overcome challenges.

Person Responsible Yamberli Cruz (mrscruz@dadeschools.net)

12/8- Host Galaxy Tour #1 . The Galaxy Tour is a time where teachers have the opportunity to visit all classrooms in one section of the building with the end-goals of increasing collaboration, discussion, and the sharing of best practices as they visit each classroom.

Person Responsible Alyssa Maestas (maestas@dadeschools.net)

12/7- At the Leadership Team meeting, select the date, location, and participating teachers for Galaxy Tour #2.

Person Responsible Yamberli Cruz (mrscruz@dadeschools.net)

2/1/22 - At the leadership team meeting, discuss successes and areas for improvement from Galaxy Tour #1. Determine dates and participating teachers/classrooms for Galaxy Tour #2 as well as make any modifications based on suggestions from the team.

Person Responsible Alyssa Maestas (maestas@dadeschools.net)

2/16/22 - Host Galaxy Tour #2, which will allow teachers in another section of the school to open their classroom doors to their colleagues to showcase their students' work, share successful teaching strategies, and foster collaboration among teachers.

Person Responsible Alyssa Maestas (maestas@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.

According to disciplinary data in Power BI, Pinecrest Elementary had 1% of students receiving one referral as compared to 3% of students in the district. Pinecrest Elementary had less than 1% of students receiving two or more referrals as compared to 1% of students in the district. To monitor school culture and environment and continue our high standards of positive student behavior, we will continue to implement our Values Matters program and Restorative Justice Practices (RJP).

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 Elementary fosters professional relationships between school staff that support effective collaboration. The school creates norms, values, and expectations that support social, emotional, and physical safety. We create a cognitively stimulating physical school environment that informs and engages students. Pinecrest Elementary also provides ongoing support for the development of a safe and supportive school environment while also establishing a shared school vision with all stakeholders.

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

The stakeholders involved in creating a positive school culture and environment are the principal, assistant principals, counselor, and the school leadership team. The principal's role is to lead the school community to achieve and accomplish the school's vision and mission. The assistant principal supports instructional leaders, engages and collaborates with stakeholders, leads data analysis, and facilitates professional development. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders facilitate connections and build relationships with students, families, and community members.