

Miami-Dade County Public Schools

Pinecrest Glades Academy



2022-23 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: 7/15/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2021-22 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	2021-22: A (83%) 2018-19: A (63%) 2017-18: A (70%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Academy

15250 SW EIGHTH ST, Miami, FL 33194

www.pinecrestglades.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

N/A

SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 Rtl skills of school staff, and communicates with parents regarding school-based Rtl plans and activities.
Nario, Vanessa	Assistant Principal	Assist in all school operations and safety at Pinecrest Glades Academy
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
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
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
Espinoza, Christina	Teacher, ESE	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.

Demographic Information

Principal start date

Thursday 7/15/2021, Susie Dopico

Number of teachers with a 2022 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 2022 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.*

10

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

939

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	1	10	25	4	30	53	0	0	0	0	0	0	0	123
Attendance below 90 percent	0	1	2	1	4	9	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	1	0	1	6	5	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	8	14	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	0	11	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	6	22	25	8	43	0	0	0	0	0	0	0	104

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	10	2	11	7	0	0	0	0	0	0	0	32

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 9/29/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	83%	62%	56%				74%	62%	57%
ELA Learning Gains	85%						62%	62%	58%
ELA Lowest 25th Percentile	70%						42%	58%	53%
Math Achievement	86%	58%	50%				83%	69%	63%
Math Learning Gains	93%						71%	66%	62%
Math Lowest 25th Percentile	89%						55%	55%	51%
Science Achievement	74%	64%	59%				54%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	81%	60%	21%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-81%				
05	2022					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	92%	67%	25%	62%	30%
Cohort Comparison		0%				
04	2022					
	2019	75%	69%	6%	64%	11%
Cohort Comparison		-92%				
05	2022					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	45	56	45	62	80						
ELL	69	78	65	77	92	87	50				
HSP	83	85	71	86	93	90	74				
FRL	78	82	67	82	91	85	71				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	81
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	70
Total Points Earned for the Federal Index	650
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	74
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	82
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	78
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 increase in proficiency rate for both math and reading across all grade levels in both FSA Math and ELA. However, in both the iReady Diagnostic and the F.A.S.T. PM1 Assessment, there is room for growth in mathematics, and in our lowest 25% group in ELA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The learning gains in the lowest 25% in reading/language arts demonstrate the greatest need for improvement. 44% of our third-fifth grade students also showed inadequate level of mastery of the B.E.S.T. Standards for their grade in Mathematics.

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

Because of the students in the lowest 25% were mostly those with two years of virtual learning and minimal attendance for Brick/Mortar schedules, there was a lack of phonics and phonemic awareness which affected their reading/language arts scores. These were the contributing factors.

For the FAST Testing, the contributing factor was CBT testing, and transitioning to the BEST standards.

New actions that would need to be taken to address this need for improvement would be: PGA will implement differentiated instruction in the classroom, reading/math intervention with a focus on phonemic awareness, and tracking of topic assessment data across the content areas.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall school proficiency in Science, ELA, and Math showed the most improvement based on the baseline data collected in 2021 and 2022 state assessments.

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 with one on one certified teachers, 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 weekly 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the FAST Progress Monitoring Assessments, there is a large percentage of students who demonstrate an inadequate level of mastery of the BEST standards in Mathematics for their grade.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to have 80% of our 3rd-5th graders score a 320 or above on their final FAST Progress Monitoring Assessment in mathematics.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will implement the next BEST Standards in their daily instruction, as well as small group instruction and differentiated instruction for their students in the lowest 25%. I

Person responsible for monitoring outcome:

Dania Duran (dduran@pinecrestglades.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Instructional Coaches will monitor student progress using i-Ready reports and class assessment achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As per our recent FAST assessment scores (PM1), evidence shows low scores are those students in grades 3-5 are demonstrating an inadequate level of mastery of the BEST Standards in mathematics for their grade level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Standards-aligned Instruction**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A new and updated Writing Assessment will be administered to all students in 4th and 5th grade aligned to the BEST Standards. In the writing the component in FSA scores of 2022, 67% of our students in 4th grade showed proficient scores.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to have 75% of our students in both 4th and 5th grade score to a 7 or above on the FAST Field Writing Test (if selected) or on their POST test.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers and our Reading Coach will attend trainings and professional development meetings to comprehend the new standards and how to apply them in their classroom. Teachers will also hold writing conferences and work with students in small groups. Recourses will also be purchased to align with the BEST standards and changes to the new writing component.

Students will also begin working on a typing program to assist with completing their assessment on the computer.

Person responsible for monitoring outcome:

Jessica Medina (jessmedina@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Instructional Coaches and Admin Team will monitor student progress using class assessment achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As per our recent state assessment scores, evidence shows that our lowest scores are in writing for the ELA component.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Assistant Principals will monitor the implementation and fidelity of the new ELA Best Standards provided ELA teachers. Student achievement and data will be reviewed on an ongoing basis

Person Responsible

Jessica Medina (jessmedina@dadeschools.net)

#3. Instructional Practice specifically relating to ELA**Area of Focus Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Third grade retention has been identified as a critical need from the data reviewed as 30% of 3rd graders are working below grade level, as shown on both iReady Diagnostic and the PM1 of the FAST Assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In order to address the needs of each of our 3rd grade students, our goal is to have 82% of our students score on or above grade level on their AP3 of the iReady Diagnostic.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Interventionists will follow a schedule by that will focus on those students in the lowest 25 percentile. 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:

Describe the evidence-based strategy being implemented for this Area of Focus.

Interventionists and leadership team will monitor student progress using i-Ready reports and class assessment achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As per our recent state assessment and 3rd grade portfolio scores, evidence shows low proficiency scores in ELA.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.