Pinecrest Academy Charter Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Pinecrest Academy Charter Middle School

14901 SW 42ND ST, Miami, FL 33185

http://pinecrestpreparatoryacademy.dadeschools.net

Demographics

Principal: Amelia Estrada

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	60%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (74%) 2017-18: A (73%)
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	ATSI
* 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.

Table of Contents

Pinecrest Academy Charter Middle School

14901 SW 42ND ST, Miami, FL 33185

http://pinecrestpreparatoryacademy.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	60%

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

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.

Perpetuate a school community that cultivates emotional, moral and
Physical well-being while
Motivating and preparing students to achieve
High standards in order to become effective leaders

Provide the school's vision statement.

At Pinecrest Preparatory Middle-High (PPMH), we will strive to perpetuate a community of learners in which the pursuit of Honor, High Standards, and Intellectual Growth is complemented by a concern for the physical, cultural and character development of each student. Through its academic rigor, PPMH promotes a sense of identity, community, personal integrity and values that prepare students to become effective leaders.

School Leadership Team

Membership
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
Estrada, Amelia	Principal	• Budget / Financials • Curriculum & Instruction • Personnel • Teacher Mentor Program • School Operations
Ulloa, Kismet	Assistant Principal	• Academy of Science & Technology • Academy of Business & Finance • Mathematics Department • Science Department • School-wide Technology Initiatives • STEM Liaison • Student Assessment • Lunch Program • Marketing and Recruitment • School Safety and Threat Assessment Team • School Security • Master Schedule • Health Services • Arrival / Dismissal
Llambes, Greide	Assistant Principal	Early College Academy – o Advanced Placement and PreAP Program o Dual Enrollment • English Language Arts Department • Social Studies Department • Electives Department • PreAP and AP Coordinator • AP Capstone • Student Services and College Advisement Program • Special Education • English Language Learners • Multi-Tiered Student Support System (MTSS/RtI) • Professional Development • Curriculum Council • Retention Prevention • Summer School • Mental Health • Testing • Activities • After school care • EESAC • Arrival / Dismissal

Demographic Information

Principal start date

Wednesday 7/1/2020, Amelia Estrada

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.*

12

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.*

1

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

528

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

4

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

3

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	0	0	0	0	0	0	182	179	167	0	0	0	0	528
Attendance below 90 percent	0	0	0	0	0	0	9	13	6	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	4	1	1	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	17	7	6	0	0	0	0	30
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	41	65	48	0	0	0	0	154
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	43	57	33	0	0	0	0	133
Number of students with a substantial reading deficiency	0	0	0	0	0	0	48	54	33	0	0	0	0	135

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	0	0	0	0	0	0	31	42	25	0	0	0	0	98

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	0	0	0	11	6	5	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 9/21/2022

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	0	0	0	0	0	0	175	164	157	0	0	0	0	496
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	8	9	11	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	10	30	9	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	58	45	52	0	0	0	0	155
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	103	68	55	0	0	0	0	226
Number of students with a substantial reading deficiency	0	0	0	0	0	0	58	45	52	0	0	0	0	155

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	58	49	47	0	0	0	0	154

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	11	6	5	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	175	164	157	0	0	0	0	496
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	8	9	11	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	10	30	9	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	58	45	52	0	0	0	0	155
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	103	68	55	0	0	0	0	226
Number of students with a substantial reading deficiency	0	0	0	0	0	0	58	45	52	0	0	0	0	155

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	58	49	47	0	0	0	0	154

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	11	6	5	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	69%	55%	50%				78%	58%	54%
ELA Learning Gains	56%						65%	58%	54%
ELA Lowest 25th Percentile	45%						65%	52%	47%
Math Achievement	69%	43%	36%				78%	58%	58%
Math Learning Gains	73%						62%	56%	57%
Math Lowest 25th Percentile	75%						71%	54%	51%
Science Achievement	54%	54%	53%				69%	52%	51%
Social Studies Achievement	86%	64%	58%				91%	74%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	73%	58%	15%	54%	19%
Cohort Comparison						
07	2022					
	2019	80%	56%	24%	52%	28%
Cohort Comparison		-73%				
08	2022					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	68%	58%	10%	55%	13%
Cohort Comparison						
07	2022					
	2019	71%	53%	18%	54%	17%
Cohort Comparison		-68%				
08	2022					
	2019	75%	40%	35%	46%	29%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	57%	43%	14%	48%	9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	68%	28%	67%	29%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	73%	17%	71%	19%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	63%	34%	61%	36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	54%	39%	57%	36%

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	30	35	21	33	45	55					
ELL	41	39	35	55	70	70	19	73			
HSP	67	55	45	69	73	76	52	86	72		
WHT	88	56		59	63						
FRL	67	55	45	69	74	75	51	86	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	41	45	36	50	9	18					
ELL	56	53	37	50	27	17	48	66	71		
HSP	70	53	39	53	19	18	63	77	73		
WHT	67	67		53	13						
FRL	70	50	36	53	20	18	62	75	74		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	33	30	47	58						
ELL	60	63	65	67	53	64	36	76	79		
HSP	77	65	65	78	63	72	69	91	89		
WHT	91	73		73	36						
FRL	79	67	64	77	62	71	65	90	89		

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)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	652
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
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	65
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	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
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?

As identified by the 2022 School Grade Components by Subgroup data disaggregation tool, trends show that the lowest performing subgroup across grade levels is the SWD.

In terms of English Language Arts learning gains score, the SWD subgroup earned a 35% score (compared to 45% in 2021). In addition, the English Language Arts achievement score yields at a 30% (compared to 41% in 2021).

In terms of Mathematics, although the achievement decreased, learning gains increased tremendously for the SWD subgroup. Learning gains were 45% (compared to 9% in 2021) and achievement score yields at a 33% (compared to 50% in 2021).

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

Based off progress monitoring (APMs and i-Ready) and 2022 state assessments, the greatest need for improvement is Craft and Structure (4% decrease on FSA) for ELA and The Number System (no change on FSA) for Math.

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

The Covid-19 pandemic attributed to widening learning gaps, particularly in areas that were already challenging for students based on trend data. Intervention will implement from the beginning of the school year to address these areas and close learning gaps based on baseline data (FAST PM1 and i-Ready Diagnostic 1).

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

Based off progress monitoring (APMs and i-Ready) and 2022 state assessments, the most improvement was shown in Integration of Knowledge and Ideas (4.3% increase on FSA) for ELA and Statistics and Probability (9.3% increase on FSA) for math.

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

Interventionists used pull-out/push-in models at a minimum of two times per week for thirty minutes at a time. Data chats included progress monitoring of students on a quarterly basis. Reading and STEM Coaches monitored data and shifted groups and instructional lessons for interventionists based on the needs. After school and Saturday tutoring was targeted to students who needed additional support.

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

Pinecrest Academy Charter Middle will continue to foster student learning by offering hands-on learning in areas of interest. Students are able to excel in pathways under the STEM Academy and Early College Academy. The STEM Academy offers courses through Project Lead the Way (PLTW) and prepares students for different CTE certifications. The Early College Academy affords students the opportunities to take high school and college-level courses through Doral College. 8th grade students are also afforded the opportunity to take the PSAT in the fall, as a college readiness tool.

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 and leaders attend professional development (PD) trainings to prepare students appropriately for accelerated learning with PLTW, Doral College, and any other training to be up to date with standards.

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

Additional services offered beyond core instruction, intensive instruction, and intervention during the school day include before-school tutoring, bootcamp sessions before state assessments, and targeted tutoring for those who need additional support.

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	As identified by the 2022 School Grade Components by Subgroup data disaggregation tool, trends show that the lowest performing subgroup across grade levels is the SWD. In terms of English Language Arts learning gains score, the SWD subgroup earned a 35% score (compared to 45% in 2021). In addition, the English Language Arts achievement score yields at a 30% (compared to 41% in 2021). In terms of Mathematics, although the achievement decreased, learning gains increased tremendously for the SWD subgroup. Learning gains were 45% (compared to 9% in 2021) and achievement score yields at a 33% (compared to 50% in 2021).
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Utilizing the 2022-2023 FAST ELA and Math assessments, it is expected that 50% of our SWD population will make one year worth of learning gains.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Area of Focus will be monitored using FAST Progress Monitoring 1, FAST Progress Monitoring 2, i-Ready AP1, and i-Ready AP2 data. The Instructional Leadership Team, which includes administration, Reading Coach, and STEM Coach will convene to prepare plans of action each time and have continue data chats with teachers and students.
Person responsible for monitoring outcome:	Greide Llambes (gllambes@ppmhcharterschool.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	In addition to the intensive reading course that is offered to all Level 1 and 2 students, SWD will be offered mandatory tutoring in small group settings before and after school.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Prescriptive targeted tutoring based on flexible grouping will provide additional assistance to subgroup. As a result, these tutoring sessions will be focused on content-specific material, as well as test taking skills. Emphasis is on remediation, ensuring students master concepts not attained during the regular school day.

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.

Certified tutors will design these lessons tailored to the flexible groups (based on data collected by FAST PM assessments, i-Ready assessments, and results of classroom-based assessments).

Person Responsible	Greide Llambes (gllambes@ppmhcharterschool.org)

Student Services will inform parents of the tutoring and continue to monitor academic progress.

Person Responsible	Greide Llambes (gllambes@ppmhcharterschool.org)

Respective reading teacher will collaborate with interventionist to design prescriptive lessons based on results from formative and summative assessments.

Person Responsible	Greide Llambes (gllambes@ppmhcharterschool.org)

Certified tutors will design these lessons tailored to the flexible groups (based on data collected by FAST PM assessments, i-Ready assessments, and results of classroom-based assessments).

Person Responsible	Greide Llambes (gllambes@ppmhcharterschool.org)

Student Services will inform parents of the tutoring and continue to monitor academic progress.

Person Responsible	Greide Llambes (gllambes@ppmhcharterschool.org)

Respective reading teacher will collaborate with interventionist to design prescriptive lessons based on results from formative and summative assessments.

Person Responsible	Greide Llambes (gllambes@ppmhcharterschool.org)

#2. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The mental health concerns that were expected to increase upon the return from the Covid-19 pandemic were prevalent last school year. Students' Social Emotional Learning has an affect on their academic progress and growth. Although more time has passed since our return, the need for additional support in SEL is still evident.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We plan to decrease the number of students who are in crisis by de-escalating situations that in the past have resulted in Baker Acts by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Licensed Mental Health Counselor will track cases and follow trend data and discuss findings with Mental Health Team.
Person responsible for monitoring outcome:	Greide Llambes (gllambes@ppmhcharterschool.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	School-wide SEL initiatives, referrals, interventions, small group sessions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students' Social Emotional Learning has an affect on their academic progress and growth. The strategy was selected on the observed need in our school community.

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.

School-wide SEL initiatives, referrals, interventions, small group sessions.

Person Responsible   Greide Llambes (gllambes@ppmhcharterschool.org)

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.

Pinecrest Academy Charter Middle addresses building a positive school culture and environment by creating welcoming classroom environments and establishing extracurricular that are based on student choice. Faculty and Staff at Pinecrest have a positive rapport with students and parents. The term "family environment" is often used to describe Pinecrest's school culture and environment. Based on this foundation, the school culture works with its stakeholders to truly carry out the mission and vision of the school, with the students' best interest at the forefront of every decision.

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

At Pinecrest Academy Charter School, we take pride in building a positive school culture that involves all stakeholders.
- Quarterly Educational Excellence School Advisory Committee Meetings
- Various parent nights to address mental health, college preparedness and other topics of community interest
- School tours
- Shadow-a-Croc – elementary students from feeder pattern schools are invited to spend a day in the life of a
Pinecrest student
- Food truck nights
- Annual Literacy Fair – Community event to promote the love of reading
- Community partners participating in the STEM Leadership Committee, comprised of students, faculty and parents
- Weekly Principal e-newsletter
- Social media and website