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# Pinecrest Preparatory Academy Charter High School

14901 SW 42ND ST, Miami, FL 33185

www.ppmcharterschool.org

## Demographics

Principal: Amelia Estrada

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	62%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (68%) 2018-19: A (65%) 2017-18: A (66%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

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

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# Pinecrest Preparatory Academy Charter High School

14901 SW 42ND ST, Miami, FL 33185

www.ppmcharterschool.org

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p>No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>62%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>97%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	A	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.**

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	<ul style="list-style-type: none"> <li>• Budget / Financials</li> <li>• Curriculum &amp; Instruction</li> <li>• Personnel</li> <li>• Teacher Mentor Program</li> <li>• School Operations</li> </ul>
Ulloa, Kismet	Assistant Principal	<ul style="list-style-type: none"> <li>• Academy of Science &amp; Technology</li> <li>• Academy of Business &amp; Finance</li> <li>• Mathematics Department</li> <li>• Science Department</li> <li>• School-wide Technology Initiatives</li> <li>• STEM Liaison</li> <li>• Student Assessment</li> <li>• Lunch Program</li> <li>• Marketing and Recruitment</li> <li>• School Safety and Threat Assessment Team</li> <li>• School Security</li> <li>• Master Schedule</li> <li>• Health Services</li> <li>• Arrival / Dismissal</li> </ul>
Llambes, Greide	Assistant Principal	<ul style="list-style-type: none"> <li>• Early College Academy –                             <ul style="list-style-type: none"> <li>o Advanced Placement and PreAP Program</li> <li>o Dual Enrollment</li> </ul> </li> <li>• English Language Arts Department</li> <li>• Social Studies Department</li> <li>• Electives Department</li> <li>• PreAP and AP Coordinator</li> <li>• AP Capstone</li> <li>• Student Services and College Advisement Program</li> <li>• Special Education</li> <li>• English Language Learners</li> <li>• Multi-Tiered Student Support System (MTSS/RtI)</li> <li>• Professional Development</li> <li>• Curriculum Council</li> <li>• Retention Prevention</li> <li>• Summer School</li> <li>• Mental Health</li> <li>• Testing</li> <li>• Activities</li> <li>• After school care</li> <li>• EESAC</li> <li>• Arrival / Dismissal</li> </ul>

**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.*

9

**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.*

0

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

20

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

533

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

2

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

4

**Demographic Data**

**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	66%	54%	51%				72%	59%	56%
ELA Learning Gains	68%						56%	54%	51%
ELA Lowest 25th Percentile	61%						42%	48%	42%
Math Achievement	48%	42%	38%				55%	54%	51%
Math Learning Gains	57%						44%	52%	48%
Math Lowest 25th Percentile	58%						31%	51%	45%
Science Achievement	55%	41%	40%				63%	68%	68%
Social Studies Achievement	76%	56%	48%				85%	76%	73%

**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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	63%	68%	-5%	67%	-4%	

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

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	83%	71%	12%	70%	13%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	68%	63%	5%	61%	7%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	48%	54%	-6%	57%	-9%	

**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	15	27		25	70						
ELL	45	73	62	52	58	60	50			100	93
HSP	66	68	61	48	56	58	55	76		100	91
FRL	66	70	59	48	58	63	55	75		100	92
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	15	8		20	10						
ELL	34	43	37	41	34	38	30	59		100	89
HSP	68	55	39	38	25	32	61	81		100	89
FRL	63	54	38	36	23	24	53	71		100	89
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	53	53		27	13						
ELL	65	61	48	53	35	17	45	50			
HSP	72	56	43	55	45	32	64	84		99	99
WHT	90	60									
FRL	68	53	35	48	42	29	60	82		98	98

**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	70
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	93
Total Points Earned for the Federal Index	774
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	69
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	70
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	71
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 27% score (compared to 8% in 2021). In addition, the English Language Arts achievement score yields at a 15% (no change from 2021).

In terms of Mathematics, the SWD subgroup learning gains increased tremendously for the SWD subgroup. Learning gains were 70% (compared to 10% in 2021) and achievement score yields at a 25% (compared to 20% in 2021).

The trends show that although there is a challenge to reach a high enough achievement level, learning gains are showing major progress.

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

Based off progress monitoring (APMs and Achieve3000) and 2022 state assessments, the greatest need for improvement is Key Ideas and Details (3.4% decrease on FSA) for ELA and Congruence, Similarity, Right Triangles, and Trigonometry in Geometry (6.8% decrease on Geometry EOC).

#### 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 baseline assessments).

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

Based off progress monitoring (APMs and Achieve3000) and 2022 state assessments, the most improvement was shown in Craft and Structure (2.2% increase on FSA) for ELA and Algebra and Modeling (20.9% increase on Algebra I EOC) 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 Preparatory Academy Charter High 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. 9th through 11th 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 27% score (compared to 8% in 2021). In addition, the English Language Arts achievement score yields at a 15% (no change from 2021).

In terms of Mathematics, the SWD subgroup learning gains increased tremendously for the SWD subgroup. Learning gains were 70% (compared to 10% in 2021) and achievement score yields at a 25% (compared to 20% in 2021).

The trends show that although there is a challenge to reach a high enough achievement level, learning gains are showing major progress.

**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)

## #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 deescalating 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 Preparatory Academy Charter High 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 – 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