

Miami-Dade County Public Schools

Pinecrest Elementary School



2022-23 Schoolwide Improvement Plan

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Pinecrest Elementary School

10250 SW 57TH AVE, Miami, FL 33156

<http://pinecrestelementary.dadeschools.net/>

Demographics

Principal: Suzette Fragnals L

Start Date for this Principal: 10/22/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	20%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (80%) 2018-19: A (76%) 2017-18: A (77%)
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

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.

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<http://pinecrestelementary.dadeschools.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">20%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">72%</p>

School Grades History

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

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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

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
Fraginals, Suzette	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.
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.
Garcia, Michelle	ELL Compliance Specialist	The teacher leads and shares information from the Bilingual Department.

Demographic Information

Principal start date

Friday 10/22/2021, Suzette Fraginals L

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.*

5

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.*

16

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

933

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

18

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	127	166	157	168	160	155	0	0	0	0	0	0	0	933
Attendance below 90 percent	0	8	5	5	3	6	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	1	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	0	1	0	3	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	2	8	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	1	9	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	5	7	5	8	0	0	0	0	0	0	0	25

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	1	0	2	0	6	0	0	0	0	0	0	0	9

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	1	0	2	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 8/11/2022

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	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	

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	147	151	164	169	153	121	0	0	0	0	0	0	0	905
Attendance below 90 percent	8	5	6	3	6	2	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	2	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	1	1	3	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	8	9	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	9	5	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	4	6	6	8	10	0	0	0	0	0	0	0	34

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	1	2	6	3	0	0	0	0	0	0	0	12

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	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	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	90%	62%	56%				86%	62%	57%
ELA Learning Gains	80%						72%	62%	58%
ELA Lowest 25th Percentile	71%						55%	58%	53%
Math Achievement	90%	58%	50%				88%	69%	63%
Math Learning Gains	74%						81%	66%	62%
Math Lowest 25th Percentile	66%						74%	55%	51%
Science Achievement	87%	64%	59%				78%	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	89%	60%	29%	58%	31%
Cohort Comparison		0%				
04	2022					
	2019	82%	64%	18%	58%	24%
Cohort Comparison		-89%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-82%				

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	88%	67%	21%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	86%	69%	17%	64%	22%
Cohort Comparison		-88%				
05	2022					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	77%	53%	24%	53%	24%
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	65	61	59	64	62		56				
ELL	72	69	57	80	70	67	63				
ASN	100	90		100	100						
HSP	86	79	69	87	69	62	83				
WHT	96	81		95	80		93				
FRL	75	72	53	75	73	58	72				

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				

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	80
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	81
Total Points Earned for the Federal Index	639
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
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	70
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	98
Asian Students Subgroup Below 41% in the Current Year?	NO
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	77
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	89
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	70
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?

The 2022 FSA data shows high FSA ELA overall achievement levels for the school. On the 2022 FSA ELA assessment, 90% of students in grades 3-5 scored Proficient. That was a three-percentage point increase from 87% on the 2021 FSA ELA. Additionally, 80% of students showed ELA Learning Gains on the 2022 FSA. That was an eight-percentage point increase from 72% in 2021.

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

FSA Math overall Learning Gains increased from 62 percentage points in 2021 to 74 percentage points in 2022. Overall Learning Gains for FSA ELA in 2022 was 80 percentage points. FSA Math Learning Gains of the L25 increased from 51 percentage points in 2021 to 66 percentage points in 2022. FSA ELA Learning Gains of the L25 in 2022 was 71 percentage points. Although the school experienced improvement in Math Learning Gains and Math Learning Gains of the L25, the scores are not as high as the ELA Learning Gains. Therefore, Math Learning Gains demonstrate the greatest need for improvement.

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

A school-wide Reflex Math Challenge contributed to the positive Math Learning Gains experienced in 2022. However, Math learning gaps caused by interruptions to education in the past two and a half school years have likely been contributing factors to the need to increase Math Learning Gains. A continued focus on Mathematics intervention and differentiation will be needed to further increase Math Learning Gains and solidify student knowledge of Math Concepts.

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

FSA ELA Learning Gains increased from 72 percentage points in 2021 to 89 percentage points in 2022. That was a 17 percentage point increase. FSA Math Learning Gains of the L25 increased from 51 percentage points in 2021 to 66 percentage points in 2022. That was a 15 percentage point increase.

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

In 2022, data analysis was at the forefront of department meetings, common planning time, and parent teacher conferences. All struggling students were offered multiple avenues to receive additional

support in ELA and Math including tutoring before school and after school. A school-wide challenge also motivated the students and provided positive reinforcement.

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 a variety of assessments to identify areas of proficiency and areas for growth for each student. Data will be used to 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 best practices related to differentiating instruction and creating targeted lessons 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 effectively use data from the new F.A.S.T. Cambium Assessment in Grades 3 - 5 and the Renaissance Learning STAR Assessments in Grades VPK - Grade 2 in Reading and Mathematics will be infused in professional development and meetings throughout the school year.

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 ELA and/or Mathematics 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. Instructional Practice specifically relating to Small Group Instruction

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 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 were significantly less than Learning Gains in ELA. Overall Learning Gains in Math were 74 percentage points and overall Learning Gains in ELA were 89 percentage points. A focus on Small Group Instruction, specifically in the area of Mathematics, will allow teachers to differentiate instruction based on the specific needs of each student using assessment data.

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

If we successfully implement Small Group Instruction, then our Math Proficiency will increase to 90%.

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

The Leadership Team will hold monthly meetings to discuss student data and observable trends in 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 progress monitoring data of students in intervention.

Person responsible for monitoring outcome:

Suzette Friginals (sfriginals@dadeschools.net)

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

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 Cambian Assessment data, STAR assessment data, i-Ready diagnostics, i-Ready progress monitoring and Topic Assessments

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

8/31-10/14- Teachers will promote the school-wide Reflex Math Competition. As a result, there will be an increase overall math proficiency.

Person Responsible Suzette Fraginals (sfraginals@dadeschools.net)

8/31-10/14- Teachers will administer Topic Assessments in mathematic using the Performance Matters testing platform. As a result, teachers will use the data provided for grouping and DI instruction.

Person Responsible Suzette Fraginals (sfraginals@dadeschools.net)

8/31-10/14- Teachers will use IXL Lessons to support student instruction and provide differentiated lessons based on Topic Assessment data. As a result, students will benefit from individualized online re-teach opportunities.

Person Responsible Suzette Fraginals (sfraginals@dadeschools.net)

8/31-10/14- Teachers will modify intervention groups based on math data. As a results, teachers will be able to target all students and their needs for gains.

Person Responsible Suzette Fraginals (sfraginals@dadeschools.net)

10/31-12/2- Teachers will participate in grade level data chats to discuss the results from the various assessments conducted. As a results, teachers will be able to target students needing extra practice.

Person Responsible Suzette Fraginals (sfraginals@dadeschools.net)

12/1-12/16- Teachers will encourage students to participate in the school-wide Reflex Math Challenge. As a result, students will increase their math fluency.

Person Responsible Suzette Fraginals (sfraginals@dadeschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus

Description and Rationale:

Based on the data review, our school will implement the Targeted Element of Instructional Coaching/Professional Learning. We selected the overarching area of Professional Learning based on our findings from the 2021 Professional Development (PD) Needs Survey's/School Climate Survey. Data from the survey indicated that 26.53% of teachers would benefit most from Professional Learning Communities.

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

Measurable

Outcome:

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

With the implementation of Professional Learning Communities, then 90% of our K-5 ELA and mathematics teachers will show that they are benefiting from PD opportunities by the mid-year point of the school year.

Monitoring:

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

The Leadership Team and Professional Development Liaison will meet monthly and plan PDs and department meetings 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.

Person responsible for monitoring outcome:

Suzette Friginals (sfraginals@dadeschools.net)

Evidence-based

Strategy:

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

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 and the new FAST assessment data, it is imperative that teachers receive professional development and ongoing support from teacher leaders within the school.

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.

8/31- Teachers will receive training on the newly implemented FAST progress monitoring programs. As a result, teachers will feel confident and knowledgeable in conducting and analyzing the data from these ongoing assessments.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

8/31-10/14- Teachers will participate in B.E.S.T. standards professional developments. As a result, teachers will feel prepared to create lesson plans that include DI instruction.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

8/17-10/14- Teachers will attend PDs that focus on the new reading series. As a result, teachers will be able to identify all the resources provided by the series and how to use them in their planning and instruction.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

09/14-09/21- Teachers will attend monthly Reading or Math department meetings lead by department chairs. As a result, teachers will collaborate and take turns sharing strategies that worked in their own personal instruction and share any information provided by the department.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

10/31-12/16- The school will receive, inventory and distribute instructional materials to teachers quickly. For that reason, teachers will have the tools needed to conduct their lessons when following their pacing guides and plans.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

10/31-12/16- Teachers will be provided time to collaborate on how to implement and use these new materials in their classrooms.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

#3. 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.

Based on the data review, our school will implement the targeted Element of Social Emotional Learning. The 2021-2022 Student School Climate Survey indicated that 19% of students believed that "bullying is a problem" at the school.

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

With the implementation of Social Emotional Learning, our students will decrease their concerns related to bullying by 10 percentage points as indicated on the 2023 School Climate Survey.

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

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:

Suzette Friginals (sfraginals@dadeschools.net)

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

Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Restorative Justice Practices (RJP). Our school counselors will share specific RJP strategies with teachers to incorporate in the classroom.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

School operations provided training to selected school personnel on RJP during the previous school year. Upon school-wide implementation last year, these practices proved effective in building community and reducing conflict with students at the school. As a result, school-wide implementation of RJP will continue this year.

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.

8/16- Teachers attended a team building activity where they had to work as a team with others. As a result, teachers will plan and foster a more collaborative environment and help build relationships among the children in the classroom.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

8/31-10/14- Counselor will email three weekly RJP Check-in prompts to facilitate community building in the classroom. As a result, there will be increased participation in RJP activities.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

8/31-10/14- Teachers will effectively use RJP in the classroom to provide an open space for children to talk and express their feelings. As a result, teachers will see a change in classroom behavior and more engagement from students.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

8/31-10/14- Counselor will promote district's Values Matter program through Parrot Club. Students who exemplify the core value of the month, will be recognized by the class and school. As a result, students will make an effort to model the core value of the month.

Person Responsible Suzette Fraginals (sfraginals@dadeschools.net)

11/1-11/30- The school will promote the weekly Cyber Bullying workshops provided by the Parent Academy. As a result, parents will know how to work with their child on any issues happening online or on their phones.

Person Responsible Suzette Fraginals (sfraginals@dadeschools.net)

11/1-12/16- The Listeners Program will begin in November and run through the year. This program is to help children who may need extra attention from a trained "Listener." These adult volunteers are trained to listen to the students, during their lunch break, in a positive way to give them a little extra one on one time.

Person Responsible Suzette Fraginals (sfraginals@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus
Description and Rationale: On the 2021-2022 School Climate Survey, 86% of teachers indicated that their ideas were listened to and considered. Our instructional leadership team will meet monthly to discuss how to best support current teachers and teachers new to the school building based on feedback from all teachers. As a result, the percentage of our teachers who indicate that their ideas are listened to and considered will continue to increase.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. With the implementation of Shared Leadership, then 96% or more of our teachers will state that they feel their ideas are listened to and considered on the 2022-2023 SIP Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. The School Leadership Team will meet monthly and discuss ways to engage teachers in decisions related to PD opportunities at the school. A focus will be maintained on including teachers in decisions related to meeting the needs of all of their students.

Person responsible for monitoring outcome: Suzette Friginals (sfraginals@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. With Shared Leadership, our school will ensure that teachers have a voice in decisions related to their professional development. As a result, the School Leadership Team will work together to ensure that support provided to teachers is teacher-led, designed to be engaging, support collegiality, and continues throughout the school year.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Shared Leadership will allow us to maintain a focus on continually improving and providing professional development based on teacher and student needs.

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.

08/31-09/15- A survey will be created to ensure that teacher leaders are meeting professional development needs during the STEAM and ELA department meetings. As a result, department Meetings and professional development will be relevant to the needs of the faculty.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

10/01- Develop a calendar and expectation for the sharing of best practices at event called Campfire Conversations. As a result, teachers will be prepared and excited to open their classrooms to their colleagues to share best practices.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

08/31-10/14- Grade level teams will identify a teacher leader to attend iCADS. As a result, information from the department will be available in a timely manner to the teachers in the grade level.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

08/31-10/14- Develop a protocol to use in future leadership team meetings. As a result, the focus of the leadership team meeting 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 Suzette Friginals (sfraginals@dadeschools.net)

11/1-11/30- The leadership team will meet to create a map to guide teachers during the Campfire Conversations activity. As a result, all teachers participating will know what rooms to attend and where they are located.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

11/1-11/30- The leadership team will create some guiding questions and suggest ideas to help teachers engage in collaborative conversation during their Campfire walk throughs.

Person Responsible Suzette Friginals (sfraginals@dadeschools.net)

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 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. Pinecrest Elementary creates 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 school culture and environment.

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.