

Miami-Dade County Public Schools

# Pinecrest Academy Charter Middle School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>20</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>0</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Pinecrest Academy Charter Middle School

14901 SW 42ND ST, Miami, FL 33185

<http://pinecrestpreparatoryacademy.dadeschools.net>

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

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>• STEM Academy</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>• After School Care</li> <li>• Special Education</li> <li>• Health Services</li> <li>• Professional Development</li> <li>• Arrival / Dismissal</li> </ul>
Llambes, Greide	Assistant Principal	<ul style="list-style-type: none"> <li>• Early College Academy – AP, Pre-AP, and Dual Enrollment Program</li> <li>• English Language Arts Department</li> <li>• Social Studies Department</li> <li>• Electives Department</li> <li>• Master Schedule</li> <li>• PreAP and AP Coordinator</li> <li>• Student Services and College Advisement Program</li> <li>• English Language Learners</li> <li>• Multi-Tiered Student Support System (MTSS/Rtl)</li> <li>• Curriculum Council</li> <li>• Retention Prevention</li> <li>• Summer School</li> <li>• Mental Health</li> <li>• Activities</li> <li>• EESAC</li> <li>• Arrival / Dismissal</li> </ul>
Goble, Florangel	Instructional Coach	Provide support to teachers and students using progress monitoring data and scheduling ongoing intervention.
Gonzalez, Adielys	ELL Compliance Specialist	Assess and provide support to ELL students and teachers of ELL students.
Almendarez, Adriana	Teacher, K-12	ELA Department Leader

Name	Position Title	Job Duties and Responsibilities
Ramos, Katrina	Teacher, K-12	Mathematics Department Leader
Wasilewski, Stephenie	Dean	Science Department Leader
Rodriguez, Daniel	Teacher, K-12	Social Studies Department Leader
Mas, Marilin	Teacher, K-12	Electives Department Leader
Rodriguez, Rebeca	School Counselor	Middle School Counselor
Bernardino, Veronica	Other	Licensed Mental Health Counselor
Artau, Ileana	Other	Special Education

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our Educational Excellence School Advisory Committee (EESAC) is composed of administration, department leaders, student services staff, parents, students, and community members. All stakeholders are personally invited to all EESAC meetings, which are open to the public. The school leadership team meets prior to the commencement of the school year to review data and establish goals that are presented at the first EESAC meeting of the year. Input is received at that time and recommendations are taken into consideration if any changes need to be made.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team will review data of progress monitoring assessments such as FAST PM1, PM2, and PM3, as well as i-Ready diagnostic data. The team will continuously make adjustments to interventions based on the needs of the students. The team will meet monthly to review the needs and prepare to have information and data disseminated amongst departments. Updates will continuously be shared at quarterly EESAC meetings with all stakeholders.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
--	--------



<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	60%
<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD)* English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A  2019-20: A  2018-19: A  2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	4	4	15	23	
One or more suspensions	0	0	0	0	0	0	0	12	21	33	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	21	11	32	
Course failure in Math	0	0	0	0	0	0	0	2	13	15	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	31	25	56	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	18	15	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	38	47	53	138	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	24	29	53

Using the table above, complete the table below with the number of students identified retained:

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

#### Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	9	13	6	28	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	4	1	1	6	
Course failure in Math	0	0	0	0	0	0	17	7	6	30	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	41	65	48	154	
Level 1 on statewide Math assessment	0	0	0	0	0	0	43	57	33	133	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	48	54	33	135	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	31	42	25	98

The number of students identified retained:

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

#### Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	9	13	6	28	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	4	1	1	6	
Course failure in Math	0	0	0	0	0	0	17	7	6	30	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	41	65	48	154	
Level 1 on statewide Math assessment	0	0	0	0	0	0	43	57	33	133	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	48	54	33	135	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	31	42	25	98

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	65	56	49	69	55	50	70		
ELA Learning Gains				56			53		
ELA Lowest 25th Percentile				45			39		
Math Achievement*	78	60	56	69	43	36	54		
Math Learning Gains				73			19		
Math Lowest 25th Percentile				75			18		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	61	55	49	54	54	53	64		
Social Studies Achievement*	87	72	68	86	64	58	78		
Middle School Acceleration	59	74	73	72	56	49	74		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	32	50	40	53	77	76	70		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	652
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	62			
ELL	46			
AMI				
ASN				
BLK				
HSP	64			
MUL				
PAC				
WHT	80			
FRL	59			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	37	Yes	2	
ELL	51			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT	67			
FRL	63			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	65			78			61	87	59			32
SWD	38			59				90			3	
ELL	41			65			33	73	30		6	32
AMI												
ASN												
BLK												
HSP	65			77			61	87	59		6	33
MUL												
PAC												
WHT	80			80							2	
FRL	61			73			55	85	51		6	29

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	69	56	45	69	73	75	54	86	72			53
SWD	30	35	21	33	45	55						
ELL	41	39	35	55	70	70	19	73				53
AMI												
ASN												
BLK												
HSP	67	55	45	69	73	76	52	86	72			54
MUL												
PAC												
WHT	88	56		59	63							
FRL	67	55	45	69	74	75	51	86	71			40

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	70	53	39	54	19	18	64	78	74			70
SWD	41	45	36	50	9	18						
ELL	56	53	37	50	27	17	48	66	71			70

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP	70	53	39	53	19	18	63	77	73			72
MUL												
PAC												
WHT	67	67		53	13							
FRL	70	50	36	53	20	18	62	75	74			72

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	67%	50%	17%	47%	20%
08	2023 - Spring	64%	51%	13%	47%	17%
06	2023 - Spring	56%	50%	6%	47%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	78%	58%	20%	54%	24%
07	2023 - Spring	74%	48%	26%	48%	26%
08	2023 - Spring	85%	59%	26%	55%	30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	51%	40%	11%	44%	7%

**ALGEBRA**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	56%	37%	50%	43%

**GEOMETRY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	52%	36%	48%	40%

**BIOLOGY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	65%	25%	63%	27%

**CIVICS**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	68%	18%	66%	20%

**III. Planning for Improvement****Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Students with Disabilities subgroup: Students with disabilities often have unique learning needs that might not be effectively addressed by standardized assessments. This subgroup has persistently required additional tier 2 and tier 3 intervention. Contributing factors attest to the transition back from the pandemic and filling in learning gaps.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

All data components showed increases.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Geometry EOC was below the state average. These students are accelerated but did have the gaps as any traditional student, the challenges to fill gaps and accelerate were larger than pre-pandemic gaps.



**Which data component showed the most improvement? What new actions did your school take in this area?**

Geometry EOC increased by 19% points. Students attended bootcamps, after school tutoring, and intervention.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

The largest potential area of concern is reading deficiency.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Reading comprehension, writing strategies, subgroups, intervention

#### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The subgroup Students with Disabilities has consistently performed at or below 32% for three consecutive years.

**Measurable Outcome:**

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

Improve proficiency rates for Students with Disabilities on FAST PM3 by 5%.

**Monitoring:**

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

To effectively address these challenges and improve the performance of the Students with Disabilities subgroup, it's important to implement a combination of targeted interventions that focus on individualized support, professional development for educators, assessment accommodations, inclusive practices, and equitable resource allocation. Regularly monitoring and analyzing performance data can help education stakeholders adjust their strategies to better meet the needs of these students.

**Person responsible for monitoring outcome:**

Greide Llambes (gllambes@ppmhcharterschool.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

i-Ready, FAST PM1 and PM2, state-approved BEST-aligned curriculum

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Standards-based, progress monitoring

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Begin with PM1 and i-Ready diagnostic testing to establish intervention groups, after school tutoring, bootcamps

**Person Responsible:** Florangel Goble (fgoble@ppmhcharterschool.org)

**By When:** Quarterly

**#2. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The mental health concerns that were expected to increase upon the return from the Covid-19 pandemic were still 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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)

**By When:** Weekly

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School Leadership Team will meet monthly to monitor and make adjustments on student needs. The team will communicate with departments and all stakeholders.