Pinecrest Preparatory Academy Charter High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Pinecrest Preparatory Academy Charter High School

14901 SW 42ND ST, Miami, FL 33185

www.ppmcharterschool.org

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	• Budget / Financials • Curriculum & Instruction • Personnel • Teacher Mentor Program • School Operations
Ulloa, Kismet	Assistant Principal	• STEM Academy • Mathematics Department • Science Department • School-wide Technology Initiatives • STEM Liaison • Student Assessment • Lunch Program • Marketing and Recruitment • After School Care • Special Education • Health Services • Professional Development • Arrival / Dismissal
Llambes, Greide	Assistant Principal	• Early College Academy – AP, Pre-AP, and Dual Enrollment Program • English Language Arts Department • Social Studies Department • Electives Department • Master Schedule • PreAP and AP Coordinator • Student Services and College Advisement Program • English Language Learners • Multi-Tiered Student Support System (MTSS/RtI) • Curriculum Council • Retention Prevention • Summer School • Mental Health • Activities • EESAC • Arrival / Dismissal
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
Carrasco, Christopher	School Counselor	High 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

2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	62%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (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) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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*	64	55	50	66	54	51	67		
ELA Learning Gains				68			55		
ELA Lowest 25th Percentile				61			38		
Math Achievement*	47	43	38	48	42	38	38		
Math Learning Gains				57			25		
Math Lowest 25th Percentile				58			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	64	62	64	55	41	40	60		
Social Studies Achievement*	78	69	66	76	56	48	81		
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	100	56	61	100		
College and Career Acceleration	90	70	65	92	67	67	88		
ELP Progress	62	49	45	93			73		

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	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	774
Total Components for the Federal Index	11
Percent Tested	100
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	64			
AMI				
ASN				
BLK				
HSP	71			
MUL				
PAC				
WHT	90			
FRL	71			

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	69			
AMI				
ASN				
BLK				
HSP	70			
MUL				
PAC				
WHT				
FRL	71			

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	64			47			64	78		100	90	62
SWD	41			46							2	
ELL	36			36			62	50		100	7	62
AMI												
ASN												
BLK												
HSP	63			47			63	78		89	7	60
MUL												
PAC												
WHT	90										1	
FRL	67			50			68	77		90	7	44

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	66	68	61	48	57	58	55	76		100	92	93
SWD	15	27		25	70							
ELL	45	73	62	52	58	60	50			100	93	93
AMI												
ASN												
BLK												
HSP	66	68	61	48	56	58	55	76		100	91	93
MUL												
PAC												
WHT												
FRL	66	70	59	48	58	63	55	75		100	92	92

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	67	55	38	38	25	30	60	81		100	88	73
SWD	15	8		20	10							
ELL	34	43	37	41	34	38	30	59		100	89	73

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	68	55	39	38	25	32	61	81		100	89	73
MUL												
PAC												
WHT												
FRL	63	54	38	36	23	24	53	71		100	89	69

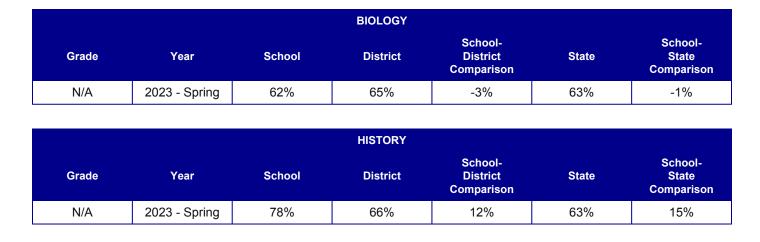**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	60%	54%	6%	50%	10%
09	2023 - Spring	66%	51%	15%	48%	18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	56%	3%	50%	9%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	52%	-13%	48%	-9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	65%	-3%	63%	-1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	66%	12%	63%	15%

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.

Algebra I EOC - There was a faculty change during the school year that was a contributing factor.

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.

All subject areas tested above the state average. The largest gap was in Algebra I EOC, our students performed 27% higher than the state. Although it was a decline for our school, our tutoring and bootcamp program remained strong during the change in faculty.

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

Geometry EOC increased by 22% 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.

EWS data from Part I is not applicable due to grade levels. However, we do notice an overall potential area of concern in 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:

[no one identified]

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.