

Florida State University Schools

The Pembroke Pines Florida



2021-22 Schoolwide Improvement Plan

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The Pembroke Pines Florida

601 SW 172ND AVE, Pembroke Pines, FL 33029

www.pinescharter.net

Demographics

Principal: Lisa Sporillo

Start Date for this Principal: 7/1/2003

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (75%) 2017-18: A (67%) 2016-17: A (72%) 2015-16: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a personalized learning experience that prepares all students to become global citizens.

Provide the school's vision statement.

To create a collaborative learning Community that cultivates Character and provides a challenging Curriculum.

Purpose: Empowering Students for the Possibilities of Tomorrow!

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Sporillo, Lisa	Principal	<p>Dr. Lisa Sporillo is the Principal of the Pembroke Pines-Florida State University Charter Elementary School. She meets often with the assistant principal, curriculum specialist, guidance counselor, teachers, and staff to discuss instruction, day-to-day operations, safety, and information to improve the school. She reviews student and teacher data, performs walk-throughs and observations, conducts meetings with stakeholders, and communicates with the advisory board, City of Pembroke Pines personnel, administration from the Pembroke Pines Charter Schools, Florida State University personnel, and the governing board. She also frequently meets with parent groups. She attends school and community functions on a regular basis. She also communicates with parents by sending out global email notices that inform parents of school activities. She additionally sends out a “Principal’s Report” with pertinent information for the staff. She is also responsible for writing the K-12 Comprehensive Reading Plan. She approves the expenses needed to purchase curricular materials.</p>
Pizzo, Kimberly	Assistant Principal	<p>Dr. Kimberly Pizzo is the Assistant Principal and also serves as the District Safety Specialist. In this role, she meets often with the leadership team, teachers, staff and students to discuss the day-to-day operations, safety, the schedule for activities, data, and instruction. She is the main contact for disciplinary issues in the school. As the school administrator, she performs walk-throughs and observations, communicates with parent groups, and also coordinate school event and functions. She collaborates with curriculum, guidance, support, and instructional and support personnel to identify areas of student need and barriers. As a member of this curriculum team, she consults and collaborates to identify interventions and supports as part of educational plans to address these needs and remove barriers, so that the students are able to achieve their full academic, behavioral and social-emotional potential.</p> <p>Additionally, with the added responsibilities of District Safety Specialist, she meets with the school leadership teams across campuses to ensure full implementation of the system Safety Plan and compliance with the Marjory Stoneman Douglas School Safety Act (SB 7046). She completes required state reports and consults with local police and fire for updated safety recommendations (e.g., procedures, training, and infrastructure upgrades). Further, in collaboration with district school and city leadership, she helps to identify areas of need and how best to allocate</p>

Name	Title	Job Duties and Responsibilities
		<p>resources to address these needs. Moreover, she works with the Mental Health Team to ensure that all students having been identified as having concerns in this area are referred for community support to help provide the needed services and treatment. Training sessions for instructional and non-instructional staff members are provided to help ensure the safety of all (e.g., Active Shooter, Safety Training, and Drills, Mental Health First Aid, CPR/AED/Stop the Bleed, and Threat Assessment). Dr. Pizzo serves as the district liaison between the schools and the Office of Safe Schools, to disseminate all updates and ensure that all reports are submitted in a timely manner. Finally, she has served as the COVID-19 liaison with the Department of Health to ensure compliance with all safety guidelines, quarantining, and testing.</p>
<p>Founds, Judith</p>	<p>Other</p>	<p>Curriculum Specialist</p> <p>Ms. Judith Founds is the Curriculum Specialist for the school and task with the responsibility of aligning policies and procedures across multi-campus. She oversees the data management system that houses State and local tests and assessments, tracks students' progress in MTSS/Rtl, and provides reports for school administrators. She develops, plans and coordinates the professional development activities for teachers, staff, and other key stakeholders. She assists in monitoring the School Improvement Plan to track progress towards meeting the target goals set for the school year. In addition, she coordinates the implementation of the instructional and curriculum integration of technology, organizes team leader's meetings to ensure collaborative processes in all aspects of curriculum, instruction, and assessment.</p>
<p>Marquez, Maria</p>	<p>Other</p>	<p>ESE Director</p> <p>Mrs. Maria Marquez is the ESE Specialist for the FSU Broward campus and West Campus K-8 Center. She is responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or access curriculum, statewide assessments, and accountability systems. She coordinates required ESE meetings, revises and updates schedules, and monitors the progress of IEP goals. She assists ESE support staff in developing IEPs goals for students identified with having disabilities. She meets regularly with the ESE Department to ensure all services and program delivery are done with fidelity.</p>
<p>Morrison, Diane</p>	<p>Other</p>	<p>Student Support Services</p> <p>Diane Morrison is the Student Services Coordinator for the FSU Broward campus and West Campus K-8 Center. She</p>

Name	Title	Job Duties and Responsibilities
	Program Coordinator	<p>assists both campuses with carrying out the school's academic and behavior programs. She provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' academic achievement, personal and social development. The Student Services Coordinator works cooperatively with the principal, counselor, nurse, staff, students, and parents towards a positive school climate. She coordinates with the school and the ESE and School Counseling Departments attends meetings and monitors the progress of the students' MTSS/ Rtl goals. She assists teachers and the support staff in developing MTSS/Rtl goals for students and monitoring progress. She meets regularly with the teachers and support staff to ensure all services and program delivery are done with fidelity. She develops and implements professional/staff development experiences as well as opportunities for all instructional and support staff. She is part of the Response to Intervention Team and participates in many meetings to make sure that the students are receiving the support needed to excel.</p>
Yousuf, Rabia	Other	<p>Mrs. Rabia Yousuf is the Reading Specialist for the school. She meets often with the leadership team, teachers, staff, and students. She works with small groups of students, individual students, and classes. She assists teachers during their reading block using the push-in model. She also works with students in a small group setting on reading goals as a response to intervention. In addition, Mrs. Rabia Yousuf is the textbook coordinator and the in-service facilitator. Mrs. Yousuf and the Curriculum Specialist develop and implement in-service professional practices and professional/staff development experiences as well as opportunities for all instructional and support staff. She is part of the Response to Intervention Team and participates in many meetings to make sure that the students are receiving the support needed to excel in reading.</p>
Miranda, Karine	Guidance Counselor	<p>Ms. Miranda is the Guidance Counselor for the school. She meets often with the leadership team, teachers, staff, and students. She works with small groups of students, individual students, and classes. She assists teachers in helping students who are learning proper behaviors and oversees the Character Education program, Anti-bullying program, and development of social skills. She promotes positive interactions with stakeholders and serves as a liaison between agencies, parents, associations, and other organizations. In addition, Ms. Miranda is the testing coordinator for the school. She</p>

Name	Title	Job Duties and Responsibilities
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conducts many meetings to make sure that the students are receiving the support needed to excel. She also works with students on behavioral goals as a response to intervention.

Demographic Information

Principal start date

Tuesday 7/1/2003, Lisa Sporillo

Number of teachers with a 2019 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.*

33

Number of teachers with a 2019 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.*

12

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

699

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

2

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	100	100	120	122	125	132	0	0	0	0	0	0	0	699
Attendance below 90 percent	2	4	1	1	0	4	0	0	0	0	0	0	0	12
One or more suspensions	1	0	0	1	0	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	9	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	18	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	15	15	20	15	17	16	0	0	0	0	0	0	0	98

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	2	1	0	1	2	7	0	0	0	0	0	0	0	13

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 12/13/2021

2020-21 - As Reported

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	102	104	114	114	134	131	0	0	0	0	0	0	0	699
Attendance below 90 percent	5	6	3	3	4	2	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4

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

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

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	0	0	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

2020-21 - Updated

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	102	104	114	114	134	131	0	0	0	0	0	0	0	699
Attendance below 90 percent	5	6	3	3	4	2	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4

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

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

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	0	0	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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	79%			85%	85%	57%	79%		56%
ELA Learning Gains	63%			74%	74%	58%	68%		55%
ELA Lowest 25th Percentile	41%			61%	61%	53%	52%		48%
Math Achievement	69%			88%	88%	63%	82%		62%
Math Learning Gains	43%			79%	79%	62%	70%		59%
Math Lowest 25th Percentile	21%			71%	71%	51%	47%		47%
Science Achievement	53%			69%	69%	53%	71%		55%

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
03	2021					
	2019	86%	87%	-1%	58%	28%
Cohort Comparison						
04	2021					
	2019	89%	90%	-1%	58%	31%
Cohort Comparison		-86%				
05	2021					
	2019	79%	83%	-4%	56%	23%
Cohort Comparison		-89%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	89%	89%	0%	62%	27%
Cohort Comparison						
04	2021					
	2019	90%	90%	0%	64%	26%
Cohort Comparison		-89%				
05	2021					
	2019	86%	83%	3%	60%	26%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	69%	72%	-3%	53%	16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The PPCES-FSU uses the Star Reading assessments to progress monitor students in grades K - 5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	84	70	73
	Economically Disadvantaged	-	-	-
	Students With Disabilities	29	90	73
	English Language Learners	-	57	67
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	93	92	86
	Economically Disadvantaged	-	-	-
	Students With Disabilities	93	100	100
	English Language Learners	75	57	50
		Number/% Proficiency	Fall	Winter
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	83	81
	Economically Disadvantaged	-	-	-
	Students With Disabilities	53	53	62
	English Language Learners	50	75	75
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	73	66	81
	Economically Disadvantaged	-	-	-
	Students With Disabilities	63	60	47
	English Language Learners	25	75	50
		Number/% Proficiency	Fall	Winter

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	88	87
	Economically Disadvantaged	-	-	-
	Students With Disabilities	65	59	69
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60	94	85
	Economically Disadvantaged	-	-	-
	Students With Disabilities	41	76	53
	English Language Learners	NA	NA	NA
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	80	86	85
	Economically Disadvantaged	-	-	-
	Students With Disabilities	52	83	63
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71	88	86
	Economically Disadvantaged	-	-	-
	Students With Disabilities	59	76	75
	English Language Learners	NA	NA	NA

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		76	83	82
	Economically Disadvantaged		-	-	-
	Students With Disabilities		-	-	25
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		-	90	78
	Economically Disadvantaged		-	-	-
	Students With Disabilities		-	-	68
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

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	46	52	38	38	24	17	26				
ELL	50			55							
ASN	70	55		90	55		45				
BLK	71	52	27	59	36		42				
HSP	82	73	58	72	46	26	56				
MUL	80			60							
WHT	85	61		72	39		59				
FRL	71	57	32	57	28	15	37				
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	55	59	50	57	69	57	39				
ELL	68	75		79	75						

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
ASN	94	80		94	92		93				
BLK	80	72	69	88	70	72	65				
HSP	81	69	53	82	79	63	58				
MUL	100	75		89	82						
WHT	89	79	64	96	82		78				
FRL	78	69	67	86	77	74	72				
2018 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 2016-17	C & C Accel 2016-17
SWD	42	50	45	47	48	29	25				
ASN	94	91		91	83		90				
BLK	75	72	48	75	67	35	62				
HSP	76	69	61	80	65	44	64				
MUL	78	55		83	64						
WHT	85	57	40	88	78		93				
FRL	73	64	44	76	65	36	60				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	63
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	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
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	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	63
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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 2021 School Grade Components by Subgroups reveal minimal to a significant decline of learning gains for all learners with the exception of one subgroup. In ELA, 79% of students scored a Level 3 or above, which is a loss of 6 percentage points compared to the 2019 data. In Math, 69% of students scored a Level 3 or above, which is a loss of 19 percentage points compared to the 2019 data. The loss in learning gains was below par for all subgroups except for Hispanics who made a marginal gain of 4 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Identifying the greatest need for improvement will be based on the 2019 state assessments and progress monitoring data. The progress monitoring data does not reflect an accurate portrayal of the needs of all our students. At the beginning of the 2019-20 school year, we did have a large population of students taking the district benchmark assessments at home. A significant number of students returned to school between the winter and spring assessment windows. Although teachers and support staff closely monitored the assessments, the data results fluctuated, and that is due to many variables including but not limited to the extrinsic factors of readjustment to the new learning environment and the lack of intrinsic motivation factors.

In comparison, all students were required to be in-person to take the FSA assessments. The students did remarkably well, with 79% of the students scoring a level 3 or higher in ELA and 69% scoring a level 3 or higher on Mathematics. The fifth-grade students' data results were used to determine learning gain outcomes. The learning gains for students on the bottom 25th percentile experienced a significant loss. In ELA, 41% of students in the lowest 25th percentile scored a level 3 or higher, and a dismal 21% of students in the lowest 25th percentile scored a level 3 or higher on the mathematics achievement test; decline of 20 percentage points in ELA and 50 percentage points in math..

Overall, the ELA and mathematics achievement scores were in the top 20 percent of the state. The progress monitoring data showed that some students were experiencing difficulty retaining mathematic skills and concepts taught in previous years. Although tutoring was offered both in-person and online, many students did not take advantage of the opportunities. Although the 2021 data shows a decline in mathematics scores, the Leadership team determined all of the academic areas are in need of 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?

The decline in the subgroups 2021 ELA data is due to the impact of the pandemic and the new learning barriers that were created in our school, for example, academic engagement time, attendance, and SEL. In Data Chat Meetings and PLCs, the subgroup data will be looked at closely to determine if the response to the intensive interventions and support provided to the teacher resulted in improvement. The MTSS team would convene using the data-based problem-solving process to design an intervention to match the student's needs or group of students.

Subgroups ELA Ach.(+ -) ELA LG (+ -) ELA LG L25% (+ -)

SWD 46% | - 9 52% | - 7 38% | - 12
 ELL 50% | - 18
 ASN 70% | - 24 55% | - 25
 BLK 71% | - 9 52% | - 20 27% | - 42
 HSP 82% | - 1 73% | + 4 58% | + 5
 MUL 80% | - 20
 WHT 85% | - 4 61% | - 10
 FRL 71% | - 8 57% | - 12 32% | - 35

The decline in the subgroups 2021 mathematics data may be attributed to student disengagement while learning remotely. Although some at-home learners experienced success, the inability to use hands-on manipulatives may have a more significant impact on some subgroups compared to others. Math tutoring camp will be started in the first quarter to address the learning loss that occurred over the summer. The school will also invest in a math computer program that would best serve our diverse population.

Subgroups Math Ach.(+ -) Math LG(+ -) "Math LG L25%"(+ -)

SWD 38 % | -19 24% | - 45 17% | - 40
 ELL 55 % | - 24
 ASN 90 % | - 4 55% | - 25
 BLK 59% | - 29 36% | - 34
 HSP 72% | - 10 46% | - 33 26% | - 37
 MUL 60% | - 29
 WHT 72% | - 24 39% | - 43
 FRL 57% | - 26 28% | - 49 15% | - 59

The decline in the subgroups 2021 science data galvanized us to make changes to our STEAM program. We renamed our Technology committee to STEAM to provide continued support in each grade level. The goal is to ensure standards alignment of all our resources including instructional materials, assessments, and projects to improve students' learning outcomes,

Subgroups Sci Ach.(+ -)

SWD 26% | - 13
 ELL
 ASN 45% | - 48
 BLK 42% | - 23
 HSP 56% | - 2
 MUL
 WHT 59 % | - 19
 FRL 37 % | - 35

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 data, we improved across all academic areas and subgroups. The progress monitoring data indicates that our students are meeting with success in reading.

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

All stakeholders celebrate reading as a ceremonial event. The Accelerated Reading program (AR) is highly regarded as an opportunity for students to practice reading with books at their instructional and interest levels. Teachers encourage students to read throughout the day. AR is monitored at school and at home. This home/school partnership contributes to the success of our students wanting and learning to read and comprehend complex text. We find innovative ways to celebrate teachers' and students' success.

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

PPCES-FSU has quarterly data chat meetings and ongoing informal conversations with teachers about students' individual progress and what support is needed to maintain growth. This school year the PPCS system expanded its department to include the Student Assistance Program (SAP) to ensure the social-emotional health and well-being of our students. The Leadership team will continue to empower teacher leaders to make data-based decisions using evidence-based instructional strategies to improve learning conditions and outcomes for all learners.

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.

PPCES-FSU will offer professional development on all new curriculum, instructional strategies, and social and emotional learning techniques to support accelerated learning.

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

The Leadership Team is meeting monthly with district leaders to ensure continuity of ongoing schoolwide improvement. Surveys are collected and analyzed to review concerns, feedback, or suggestions to sustain our positive climate, our culture of connectedness, and our philosophy of nurturing the whole child. The Literacy Leadership Team meets frequently to discuss the reading curriculum and ways to support teachers and students. The Safety and Behavioral Threat Assessment teams meet monthly and communicate through emails on safety, health, and matters relating to learners' success in and out of the learning environment.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: The 2021 School Grade Components by Subgroups revealed the significant decline of learning gains for all learners. In ELA, 79% of students scored a Level 3 or above, a loss of 6 percentage points compared to the 2019 data. In Math, 69% of students scored a Level 3 or above, which is a loss of 19 percentage points compared to the 2019 data. The loss in learning gains was below par for all subgroups.

Measureable Outcome: Increase the ELA Learning Gains of all subgroups who scored below 50% on the ELA FSA Assessment by 10% by June 2022.

Monitoring: The instructional practice will be monitored frequently through data chat, walkthroughs, and PLCs.

Person responsible for monitoring outcome: Judith Founds (jfounds@pinescharter.net)

Evidence-based Strategy: The teachers and interventionists will use the gradual release or responsibility model, reciprocal teaching, and repeated reading for students needing academic support. These evidence-based strategies are ranked high on the Hattie effect size list - 256 Influences Related to Achievement (visible-learning.org).

Rationale for Evidence-based Strategy: Based on the studies from the What Works Clearinghouse, WWC Intervention Report, reciprocal teaching effectiveness ranges from medium to large for comprehension. In reviewing some of the findings, including mixed effects, a significant increase, and loss in percentile points, the overall evidence supports the use of this instructional strategy for low-achieving students. This active learning approach empowers students to use various instructional strategies to obtain meaning from complex text. The teacher and students collaborate in teaching and applying four comprehension strategies, summarizing, questioning, clarifying, and predicting, using a graphic organizer.

In addition, the other evidence-based strategies are ranked high on the Hattie effect size list - 256 Influences Related to Achievement (visible-learning.org)

Action Steps to Implement

1. Train teachers and provide opportunities for teachers to observe the instructional strategy used in another classroom
2. Perform classroom walkthroughs to observe instructional practices
3. Monitor progress benchmark assessments
4. Provide ongoing PLCS, Coaching, and Mentoring
5. Review class and school data

Person Responsible Lisa Sporillo (lsporillo@pinescharter.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

PPCES-FSU is not listed in the SafeSchoolsforAlex.org. Based on the number of reported incidents in the school and state reports, the incidents rate is very low compared to the schools in the Pembroke Pines Charter system. The total reported suspensions for 2019-2020 is 17. Statewide, there were a total of 1,395 suspensions, 126 suspensions county-wide, and the elementary schools in our system reported a total of 39. For the 2020-21 school year, the total reported suspensions were 6, down 11 from the previous year. We are continuously working to find evidence-based strategies to ensure a positive climate and environment for all learners.

In an effort to reduce in-school and out-of-school suspensions, the Discipline Committee revised the school's Positive Behavior Interventions and Supports (PBIS) using evidence-based strategies to teach appropriate behavior, monitor progress, and continue to be proactive to reduce escalation of incidents in all areas of our school. We follow our R.O.A.R.S. Behavior Monitoring Plan to encourage positive behaviors.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

PPCES-FSU takes pride in maintaining its reputation of providing high-quality education to a diverse population and developing a culture of connectedness. The whole child approach is embedded in the school's policies and practices and helps us build lasting relationships with our students. The school's leadership team effortlessly involves all stakeholders in our school improvement progress. Mini surveys are sent out regularly to monitor our school climate and give immediate feedback to ensure open communication and transparency.

In alignment with the system's belief of engaging all stakeholders, practices, and policies to meet the needs of all students, parents of students in the charter system volunteer a minimum of 30 service hours annually. This commitment actively and continually engages parents in the academic experiences of their children. Beyond the service hour requirement, parents are encouraged to participate in various workshops and seminars. PPCES-FSU fosters open and positive lines of communication via system and teacher websites, global emails, newsletters, social media, online grade books, agendas, and Parent Link messages. These modes of communication continually keep parents abreast of their child's progress and of ways to improve their child's academic performance.

PPCES-FSU prioritizes students' health and well-being. Following the American School Counselor Association (ASCA) guidelines, the school counselor uses positive guidance techniques and activities to support students' needs. Such as implementing evidence-based strategies and activities for identified students, providing counseling, specialized instructional support services, and mentoring services designed to ensure students' social-emotional development are supported. Programs such as the Sandy Hook Promise, Start with Hello campaign, Paths curriculum, and the Kids Care Club provide learning opportunities for students to develop skills, knowledge, and behaviors that fulfill the five core competencies of social-emotional learning.

At PPCES-FSU, we personalized the learning experience ensuring every student meets with academic and/or behavior success in the classroom. The Collaborative Problem Solving Team (CPS) members, consisting of parents, teachers, and the Leadership team, are involved in the MTSS/RtI process from beginning to end. Our purpose is to identify learning conditions that may interfere with the student's academic or behavioral progress and implement effective practices. The CPS Team members use a comprehensive data management system to track and monitor students' academic and behavior goals throughout the year. The CPS team meets regularly to monitor students' progress following the Multi-tiered Systems of Support (MTSS) protocol and guidelines.

The PPCES-FSU is partnered with the City of Pembroke Pines and various community organizations to enhance the educational learning experiences of our diverse population. We have a great partnership with local businesses that contribute time, people, and resources to develop activities that introduce career pathways and education. Once Covid-19 restrictions are lifted, the students will continue to participate in field trips on and off-campus to build technical skills and career planning knowledge. Family Night events are planned at our school that showcases different careers and educational opportunities offered in our community as well as promote literacy.

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

The Administration team

- plans and coordinates, teachers and students recognition awards
- creates an open-door policy allowing for transparency and meaningful two-way communication with all stakeholders
- reviews and refines the PBIS along with the Discipline R.O.A.R.S. Committee
- meets with all stakeholders and manage the budget to support the school's goals

Curriculum specialist

- monitors academic programs and provide support to teachers and students
- analyzes schoolwide data to improve learning conditions including technology programs and surveys

School counselor

- meets regularly with groups, monitors implementation of the Character Education programs, and SEL curriculum

Student Support Services Program Coordinator

- monitors academic gains and behavior goals, provides ongoing support to teachers and students including resources for tiered intervention and progress monitoring
- conducts CPS team meetings with stakeholders develops and monitors 504 plans.

Literacy Leadership Team

- facilitates grade level meetings with opportunities for colleagues to share and express their own ideas collaborate with colleagues and peers to ensure alignment with schoolwide literacy goals.

Instructional staff

- plans engaging lessons, confer with students, build positive relationships with students and parents

Student Academic Program

- provides ongoing training to all staff on best practices on promoting positive behaviors

ESE Director

- supports students, parents, and staff in meeting the needs of students with disabilities

Reading specialist

- models interactive lessons to ensure academic engagement

Equity Liaison

- assists in developing equity plans based on school data

Associates/non-instructional staff

- assists teachers in providing explicit instruction and supervising unstructured activities

PTA

- participates in schoolwide events, sponsors school-related activities and incentive programs
- serves as an extended arm to bridge the gap between home and school

Governing Board/City of Pembroke Pines

- works closely with the school leaders and support budgetary needs to sustain a positive school climate

Part V: Budget			
1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
Total:			\$0.00