

Florida State University Schools

# The Pembroke Pines Florida



2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	39%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (70%) 2020-21: (53%) 2018-19: A (75%) 2017-18: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

## 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Dr. Lisa Sporillo 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>
Dr. Kimberly Pizzo 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	Position 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>Judith Founds 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>Maria Marquez 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>Diane Morrison, Student Services Coordinator</p>		<p>Diane Morrison is the Student Services Coordinator for the FSU Broward campus and West Campus K-8 Center. She</p>

Name	Position Title	Job Duties and Responsibilities
		<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>
<p>Rabia Yousuf Reading Specialist</p>		<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>
<p>Tanya Roman Math Coach</p>		<p>Mrs. Tanya Roman is the Math Coach 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 blockmath block using the push-in model. She also works with students in a small group setting on reading goals as a response to intervention.</p>
<p>Karine Miranda, School Counselor</p>		<p>Ms. Miranda is the Guidance Counselor for the school. She meets often with the leadership team, teachers, staff, and</p>



Name	Position Title	Job Duties and Responsibilities
		<p>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 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.</p>

**Demographic Information**

**Principal start date**

Tuesday 7/1/2003, Lisa Sporillo

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments. NA*

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.NA*

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

45

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

699

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

4

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

4

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	104	119	123	120	133	0	0	0	0	0	0	0	699
Attendance below 90 percent	0	4	2	2	1	4	0	0	0	0	0	0	0	13
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	4	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	8	10	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	2	7	6	17	7	0	0	0	0	0	0	0	0	39

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 8/8/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

**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	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

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	83%			79%			85%	85%	57%
ELA Learning Gains	79%			63%			74%	74%	58%
ELA Lowest 25th Percentile	63%			41%			61%	61%	53%
Math Achievement	76%			69%			88%	88%	63%
Math Learning Gains	76%			43%			79%	79%	62%
Math Lowest 25th Percentile	51%			21%			71%	71%	51%
Science Achievement	60%			53%			69%	69%	53%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	86%	87%	-1%	58%	28%
Cohort Comparison		0%				
04	2022					
	2019	89%	90%	-1%	58%	31%
Cohort Comparison		-86%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	79%	83%	-4%	56%	23%
Cohort Comparison		-89%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	89%	0%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	90%	90%	0%	64%	26%
Cohort Comparison		-89%				
05	2022					
	2019	86%	83%	3%	60%	26%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	72%	-3%	53%	16%
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	57	60	48	39	54	39	38				
ELL	52	67	60	57	67						
ASN	92	90		92	80						
BLK	75	73	56	68	69	42	46				
HSP	85	80	62	76	74	54	63				
MUL	88	86		76	79						
WHT	87	81	60	85	86		74				
FRL	76	74	63	66	72	59	51				

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						
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				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	61
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	89
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	61
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	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	82
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	79
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	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

The students' data across all grade levels showed a positive trend toward increasing performance. The math assessments show the greatest percentage point gains. The fourth grade learners had the highest performance with a significant 25 percentage point gain.

Between the subgroups, the trend data show the achievement gap closing among the White and the Free and Reduced Lunch (FRL) and also between the White and the English Language Learners (ELL). The Hispanic, Multiracial, White, and Asian scored above 80%, with the Black and FRL population around the mid-70s. The Students with disabilities (SWD) are above the expected levels of performance at 57percent, and the ELL students' results showed a 2 percent gain at 52 percent.

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

Our ELL and SWD population although met with incredible success still demonstrate the greatest need for improvement. The SWD made remarkable learning gains in ELA, however, they continue to struggle in math and science. The SWD made a 1 percentage point increase in the overall math achievement score. The learning gains in math more than double for that subgroup. The 2022 state assessment results show that the SWD and ELL subgroups are our lowest-performing subgroups.

**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 most important contributing factor to a need for an improvement action plan is based on the current progress monitoring data. The beginning of the year progress monitoring data for SWD still shows significant learning gaps that will be addressed through closer monitoring. Our school informs parents with monthly reports to the parents of students with a substantial reading deficiency as well as a Read-at-Home-Plan.

In addition to increasing progress monitoring, learners with learning loss in mathematics will be invited to a math camp with a smaller group size ratio. Teachers will be trained in using manipulatives and providing scaffolded lessons to support students struggling with math concepts and skills.

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

Our students made significant learning gains last year. Based on the current progress monitoring data, the math data show the most improvement for all learners. Our school uses STAR Math as our progress



monitoring tool, and only a small percentage of the student population needed urgent or intensive intervention.

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

The professional staff was trained on evidence-based instructional materials and practices to support the diverse learners' academic and SEL support. Quarterly Data Chat meetings and frequent progress monitoring ensure the focus remained on academic improvement and closing the achievement gap. Students needing additional support beyond the classroom were invited to participate in the school's Extended Learning Tutoring (ELT) program and assigned a mentor besides the homeroom teacher.

In the 2021-2022 school year, the normalcy of back-to-school and human interaction played a significant role in how students responded to the intervention. At school, the professional staff was able to observe nonverbal cues indicating struggles that may produce anxiety or frustration in completing complex tasks and provide immediate support. Here at PPCES-FSU, the teachers empower students to understand the purpose of productive struggle and how to attend to multi-steps problem-solving tasks.

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

PPCES-FSU teachers and support staff participated in many professional development opportunities on explicit and intensive instruction. These instructional strategies and teaching methodologies for accelerating learning are embedded in the learning and teaching practices.

1. Background Knowledge
2. Judicious Review and Practice
3. Strategic Integration
4. Mediated Scaffolding
5. Small Group Instruction
6. Appropriate Pacing
7. Immediate & Positive Corrections/Feedback

**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.**

Professional staff will have the opportunity to participate in a training, self-study, or mentoring with a trained support personnel to gain further understanding of the identified strategies to accelerate learning. Scaffolding, building background knowledge, and the other strategies listed are part of the MTSS/RtI process for students struggling with reading.

**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 ensures that all staff is involved in the school self-evaluation or program evaluation process. This practice helps the Leadership Team identify areas needing improvement, challenges or barriers the school may have encountered, and successful areas based on analyzed data. This cyclical continuous improvement allows the school to invest in the right resources to support all learners.

PPCES-FSU will continue to provide mental health services, tutoring, and pull-out/push-in support to ensure that the learning environment is responsive to the need of our diverse population. The school leaders encourage parental involvement as part of the child's learning experience. Parents will continue to receive updates on educational services provided for the child(ren) and other agencies that could

equip them with the tools and resources that they may need to support their child's academic growth at home.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

All students will be assessed this school year on the new B.E.S.T. Standards. The B.E.S.T. Standards emphasize the importance of background knowledge in reading comprehension. Students are expected to cite evidence and justify their reasoning. More importantly, students will be assessed on their ability to read and comprehend grade-level complex texts. Teachers will participate in ongoing professional development to ensure the students are supported throughout the school year.

For math, the teachers will be using manipulatives to teach many of the math concepts and skills. Training using manipulatives in the classroom will provide teachers with the adequate support needed to help students demonstrate an understanding of mathematical problems in multiple ways.

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

The percentage of students in grades 3 - 5 scoring at or above a level 3 on FAST ELA Reading progress monitoring test will increase from 51% to 70% by the end of May 2023.

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

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

**Person responsible for monitoring outcome:**

Judith Founds, Dr. Kimberly Pizzo and Dr. Lisa Sporillo

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

Teachers will use explicit and systematic instruction to build background knowledge and construct meaningful learning using a differentiated and scaffolded curriculum.

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

This evidence-based strategy aligns with the goal and vision of the B.E.S.T. Standards, in which learners are the central focus, and the use of a set of teaching practicing will support and accelerate learning. Explicit instruction is embedded in many reading and math programs that receive favorable ratings from the National Center for Education Evaluation and Regional Assistance (NCEE).

**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.

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**

Judith Founds, Dr. Kimberly Pizzo and Dr. Lisa Sporillo

**Responsible****Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

PPCES-FSU is proud to uphold its reputation for providing diverse students with high-quality education and cultivating a culture of connection. We are able to cultivate long-term relationships with our students thanks to the school's whole-child approach, which is incorporated into its policies and procedures. The leadership team at our school makes it simple for all stakeholders to participate in the school's improvement efforts. The school maintains open communication and transparency by sending surveys and inviting parents to informational meetings. Surveys are sent out frequently to monitor our school climate and provide the leadership team with immediate feedback.

Parents of students in the charter system volunteer a minimum of 30 service hours each year, aligning with the system's belief that all parental involvement is essential to our school community. Because of this commitment, parents continuously and actively engage in their children's academic experiences. In addition to the required number of service hours, parents are encouraged to participate in various workshops and seminars. Open and positive communication is accessible in various ways, including the Pembroke Pines website, global emails, newsletters, social media, FOCUS, student's agenda, and Parent Link. These means of communication keep parents updated on their child's progress and also provide resources to help improve their child's academic and behavioral performance.

The health and well-being of students are a top priority at PPCES-FSU. The school counselor supports students' needs by employing positive guidance strategies and activities under ASCA guidelines. For instance, counseling, specialized instructional support services, and mentoring services to support students' social-emotional development are evidence-based strategies and activities used with students with an individualized plan. Students also learn skills that meet the five core social-emotional learning competencies through programs like the Kids Care Club, the Paths curriculum, the Sandy Hook Promise, and the Rethink program.

The goal is for every student at PPCES-FSU to have a personalized learning experience that will lead to successful academic and/or behavioral performance. Parents, teachers, and leadership team members comprise the Collaborative Problem Solving Team (CPS). Using the Multi-tiered Systems of Support (MTSS) protocol and guidelines, the CPS team regularly meets to monitor students who are not meeting with success. The team is involved in every step of the MTSS/RtI process, from the initial meeting to the final stage. The objective is to identify learning conditions that impede a child from achieving their full potential. Students' academic and behavioral goals are tracked and monitored throughout the year by the CPS Team members using a comprehensive data management system.

To enhance the educational learning experiences of our diverse population, PPCES-FSU collaborates with the City of Pembroke Pines and various community organizations. We have a strong partnership with local businesses that give us time, people, and funds to create activities that show people how to get a job and learn. Now we are back to normal day-to-day operations; the students will participate in educational field trips both on and off campus to acquire knowledge of career planning and technical skills. Our school organizes Family Night events that highlight a variety of careers and educational opportunities in our community and encourage literacy by supporting our Book Fair.

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

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 manages the budget to support the school's goals

Curriculum Specialist

- monitors academic programs and provides 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 and collaborate with colleagues and peers to ensure alignment with schoolwide literacy goals.

Instructional staff

- plans engaging lessons, confers with students, builds positive relationships with students and parents

Student Academic Program

- provides ongoing training to all staff on best practices to promote 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

SRO

- maintains a safe and secure environment

Nurse

- maintains a healthy environment and provides training on health-related issues

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 supports budgetary needs to sustain a positive school climate