

Florida State University Schools

The Pembroke Pines Florida



2017-18 School Improvement Plan

The Pembroke Pines Florida

601 SW 172ND AVE, Pembroke Pines, FL 33029

www.pinescharter.net

School Demographics

School Type and Grades Served	Title I School	2016-17 Economically Disadvantaged (FRL) Rate
Elementary School KG-5	No	34%

Primary Service Type	Charter School	2016-17 Minority Rate
K-12 General Education	Yes	77%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the governing board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7) • Determine how they will monitor progress toward each goal (Step 8)

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

2017-18 DA Category and Statuses

DA Region and RED DA Category and Turnaround Status	DA Region and RED DA Category and Turnaround Status
Not a DA	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Pembroke Pines-Florida State University Charter Elementary School fosters a growth mindset learning community by building a culturally responsive environment that empowers students for the possibilities of tomorrow. The school has implemented various educational programs that give equitable learning opportunities to support the learning needs of a diverse population. Teachers and students participate in ongoing academic projects that allow for shared experiences and dialogues designed to build stronger relationships. PPCES-FSU maintained a healthy climate where students can feel respected, valued, and appreciated. Upon acceptance to PPCES-FSU students are strategically placed in a classroom setting that supports their social and emotional learning needs. The Multicultural Program, Character Education, and other student support services are geared towards teaching values that are inherently part of our system's strategic plan and direction. In that, each and every one of these programs is highly structured to help sustain the learning conditions in place to improve the academic, behavioral, and social emotional learning success for all students.

c. Describe how the school creates an environment where students feel safe and respected before, during and after school

PPCES-FSU has policies and procedures in place to safeguard the safety and security of all students during arrival, dismissal, as well as throughout the school day. The school's Safety Plan provides clearly delineated instructions for the safety and well-being of all students and staff in case of fire, tornado, lock down, and other crisis intervention. Also, the plan provides guidelines for prevention preparedness and critical incidents including, but not limited to, bomb threats and civil disturbances. To ensure regulatory compliance, the Safety Team meets regularly to update any changes. In addition, the City regularly conducts safety audits, including checks by the Fire Marshall.

The school is fenced in with a single entry point where all visitors follow our screening procedures. All staff members are responsible for the supervision of the students in our school. PPCES-FSU's uniform policy supports a safe and disciplined learning environment.

In all classrooms, safety and security are maintained using our school-wide safe plans and classroom management plans where all students understand classroom routines, behavioral expectations, and consequences. The S.M.A.R.T. Positive School-wide Behavior Plan involves helping students to develop leadership skills to empower learners in a safe, healthy, learning environment where they feel valued and respected. Students also participate in guidance and behavioral programs such as Anti-

Bullying and Gang Resistance and Drug Education (GRADE) that strengthen the safety, security, and respect for all students.

The before school and after school are extended day programs offering parents a safe learning environment for children. Before/after school staff monitor homework, structured indoor and outdoor activities. Children are released only to authorized adults.

d. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

In compliance with Florida Statute 1006.07(2), a school-wide behavioral system is in place to support the learning environment and minimize disruption throughout the school day. The school adheres to a Proactive Discipline Plan that establishes guidelines and supports a discipline matrix that outlines consequences for inappropriate behavior. The plan serves as a guide to assist students, parents, teachers and school administrators with school rules and policies regarding student conduct and discipline. These are also outlined in the Code of Student Conduct approved by the Broward School Board. Parents and students must sign a form acknowledging that they read the document. The goal of the Code of Student Conduct is to provide the guidelines for a safe and orderly environment for both staff and students where teachers can instruct and students can learn. School personnel are trained on interventions and behaviors as it relates to students' academic achievement.

e. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

PPCES-FSU embraces the philosophy of educating the whole child. The full-time guidance counselor follows the American School Counselor Association (ASCA) guidelines to support student needs through activities that include counseling, specialized instructional support services, mentoring services, and research-based strategies designed to ensure the social-emotional needs of all students are being met.

At PPCES-FSU, we personalize the learning experience so that each and every student meets with academic and/or behavioral success in the classroom. The members of the Collaborative Problem Solving Team (CPST), which includes parents are highly involved in the RtI process to identify learning conditions that may interfere with the student's academic or behavior progress. The CPST members use a comprehensive data management system to track and monitor students' academic and behavior goals throughout the year. The CPST meets regularly to monitor students' progress. In the Multi-tiered Systems of Support (MTSS), students identified through the RtI process as needing extra support receive strategic or intensive intervention services as determined by CPST.

B. Family and Community Engagement

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its PIP to satisfy this question?

No

b. Description

In alignment with the system's belief of engaging all stakeholders, practices and policies meeting 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 a variety of 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 telephone calls. These modes of communication continually keep parents abreast of their child's progress and of ways to improve their child's academic performance. The school also makes available a copy of the most recent School Accountability Report for all stakeholders to review.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

PPCES-FSU is continuing its effort with the Support Our Schools campaign, which has increased partnerships within the community and provided additional funding. The Parent-Teacher Association takes an active role in obtaining supplemental funding for school functions through membership drives, fundraising activities, and grant opportunities in an effort to improve student achievement and strengthen community relationships. In addition, the Advisory Board provides guidance and recommendations for funding sources that would help sustain a positive learning environment. Working together with other organizations, the Student Council participation in school fundraising activities helped to secure funds to support the school and student achievement.

C. Effective Leadership

1. School Leadership Team a. Membership

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

Name	Title
Libidinsky, Lisa	Principal
Pfau, Alan	Assistant Principal
Founds, Judith	Curriculum Specialist
Slaski, Beth	Guidance Counselor
Yousuf, Rabia; Roman, Tanya	Instructional Coaches
Marquez, Maria	ESE Director

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. Lisa Libidinsky 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 expenses needed to purchase curricular materials.

Mr. Alan Pfau is the Assistant Principal of the school. He 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. He is the main contact for disciplinary issues in the school. He also performs walk-throughs and observations. He communicates frequently with parent groups and also attends school functions. He communicates with parents by sending out global email notices that inform parents of school activities. He additionally sends emails to the staff with reminders and information.

Mrs. Beth Slaski 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, Mrs. Beth Slaski 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.

Ms. Judith Founds is the Curriculum Specialist for the school. She often meets with the leadership team, teachers, staff, and students. She also communicates frequently with the other curriculum specialists for the Pembroke Pines Charter Schools to ensure system alignment. She disaggregates and analyzes school's data and uses the information to select instructional approaches and materials. Along with all stakeholders, she develops a school improvement plan for the school. She conducts professional development trainings for teachers and conferences with teachers to provide instructional feedback when needed. She oversees the data management system that monitors students' progress in Rtl, aligns benchmark assessments to the standards, and coordinates vertical alignment meetings. In addition, she meets with team leaders and PLC coordinators in order to facilitate ongoing professional development for teachers.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The PPCES-FSU leadership team meets regularly to analyze student data from multiple sources to identify academic student goals, align professional development needs to target specific objectives, and assess further needs. Support and direction are provided to teachers through on-site PLC meetings, district-based professional development, a mentoring program, and additional resources such as webinars and online forums. The leadership team dedicates time to address issues of long term importance, including common policies, common direction, and organizational development and improvement initiatives that will lead to school improvement and student academic achievement.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Libidinsky, Lisa	Principal
Pfau, Alan	Assistant Principal
Founds, Judith	Curriculum Specialist
Yousuf, Rabia	Instructional Coaches

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

PPCES-FSU Literacy Leadership Team (LLT) supports student learning by examining professional practices and learning progression charts to ensure mastery towards meeting the grade level expectations outlined in the Pupil Progression Plan. LLT provide teachers with research-based strategies and resources to assist all students in the multi-tiered systems, which includes the Exceptional Student Education and English Language Learners in acquiring academic skills to ensure educational learning gains.

The LLT ensures successful implementation of school-wide literacy goals to increase students' achievement:

1. Daily 5, a school-wide literacy management system, clearly sets and defines literacy goals for students. Clear expectations are provided with exemplars to assist in meeting individual goals in student-centered activities and numerous opportunities are given for students to collaborate, apply critical thinking skills, and participate in meaningful discussions.
2. Through the Accelerated Reading Program, students use books within their Zone of Proximal Development (ZPD) to increase vocabulary and comprehension skills.
3. Technology programs such as Pearson Realize, SuccessMaker, Spelling City, and Coach Digital are used as supplemental resources to remediate and enrich students.

4. A Reading Committee organizes and promotes Celebrate Literacy Week, Community Reading Day, Storybook Parades, and other programs that support literacy initiatives that are part of our school-wide reading culture.
5. The LLT plays a leadership role in supporting teachers' utilization of the multi-tiered approach in targeted struggling readers.

D. Public and Collaborative Teaching

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers participate in Professional Learning Communities (PLCs) during their common planning time to discuss best practices that align instruction, curriculum, and assessments. This collaborative process is repeated in the horizontal and vertical alignment team meetings and administration data chats to monitor program effectiveness.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

PPCES-FSU has established policies, processes, and procedures to address the hiring of professional and effective teachers. A selection process involves identifying qualified applicants, conducting interviews according to established procedures, and basing hiring decision on a matrix, job knowledge, and team's recommendation. A mentoring support system, incentive programs, and leadership development trainings are in place to retain the high-quality and diverse teaching staff.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Newly hired teachers participate in the system's induction program throughout the school year. A school site mentor is assigned to a novice teacher to support and develop instructional strategies to meet the needs of all students. The mentor assists by coaching, providing instructional feedback, and modeling lessons.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

PPCES-FSU uses state adopted instructional materials to ensure alignment to the Florida Standards. The Leadership Team reviews supplemental materials with input from the team leaders prior to purchasing new items. Additionally, teachers participate in ongoing PLCs and staff development training to further align curriculum, assessment, and instructional practices that correlate with the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Utilizing the Universal Design for Learning (UDL) principles, teachers create a flexible curriculum with instructional goals, methods, and assessments personalized to meet individual needs and to minimize learning barriers. Highly qualified teachers trained on Marzano's High Probability strategies continuously meet to review data, reflect on current practices, and adjust instruction accordingly. Data chat meetings are held regularly to address academic needs of student's at all instructional levels. Students needing additional support are monitored through the MTSS/Rtl process. The MTSS/Rtl process ensures students receive targeted instructional support to address any academic deficiencies. Performance Matters data management system is used to monitor students frequently throughout the school year.

A highly structured management system and routines-based learning are used to differentiate the students' learning experiences. Educational activities and lessons are tailored to the instructional level of each group. Teachers differentiate instruction through flexible grouping, ongoing assessment, and students' interests.

II. School Improvement Goals

English Language Arts – By May 2018, increase the number of students who scored at the proficiency level in FSA ELA tests by 2 percentage points in grades 3, 4, and 5. Ensure students will achieve high standards by using differentiated instruction, highly effective instructional strategies and research-based interventions in the reading and writing components of the Florida Standards Assessments.

English Language Arts – By May 2018, increase the number of students who scored at the proficiency level in the District benchmark assessments by 2 percentage points in grades K-2. Focusing direct attention to intensive, systematic instruction on foundational skills, students in grades K, 1, and 2, will demonstrate growth in reading skills as measured by the school-wide progress monitoring tool.

English Language Arts – By May 2018, students in grades 4 and 5 who scored level 1 or 2 on the 2017 FSA ELA tests will increase learning gains by at least 2 percentage points or higher.

Mathematics – By May 2018, increase the number of students who scored at the proficiency level in FSA Mathematics by 2 percentage points in grades 3, 4, and 5. Ensure students will achieve high standards by using differentiated instruction, highly effective instructional strategies and research-based interventions in the math components of the Florida Standards Assessments.

Mathematics – Given attention to research-based instructional strategies, 85% of students in grades 1 and 2 will score at or above proficiency on the end of year math assessment and/or Go Math! End-of-Year Assessment.

Mathematics – By May 2018, students in grades 4 and 5 who scored level 1 or 2 on the FSA Mathematics tests will increase learning gains by at least 2 percentage points or higher.

Science – By May 2018, 75% of students in grade 5 will score at or above Level 3 on the FCAT 2.0 Science Assessment.

Actions Steps and Rationale

Identified Goal	Action Steps	Rationale
Increase student achievement proficiency in ELA.	Utilize the UDL Framework for teachers to design a flexible curriculum in a cultural responsive classroom.	Implementation of the UDL Framework and Guidelines would put the spotlight on student-centered classroom strategies that will ensure that active learning is occurring and students are highly engaged to the high expectations of a challenging curriculum.
Increase student achievement proficiency in mathematics.	Refine the peer coaching and mentoring model.	The Math Coach will be working one-on-one with colleagues to improve teaching and learning through a variety of activities, including classroom observation and feedback, data-based problem solving, and co-planning.
Increase student achievement proficiency in science.	Provide opportunities to participate in informal and formal professional development throughout the school year.	The goal of professional learning communities is for teachers to collaborate in a cooperative learning environment to discuss research-based strategies designed to improve student learning.

Monitoring For Fidelity

What	Implementation of the UDL Framework and Guidelines
Responsible Party	Judith Founds, Alan Pfau, Lisa Libidinsky
Schedule	Monthly, from 10/5/2017 to 6/01/2018
Evidence of Completion	Lesson plan books
What	Peer coaching and mentoring model
Responsible Party	Alan Pfau and Lisa Libidinsky
Schedule	Monthly, from 10/5/2017 to 6/01/2018
Evidence of Completion	Instructional Coach's schedule and meeting notes
What	Attendance at formal PLC meetings
Responsible Party	Judith Founds and Rabia Yousuf
Schedule	Monthly, from 10/5/2017 to 6/01/2018
Evidence of Completion	Review professional development transcripts.

Monitoring For Effectiveness

What	School data will be utilized to assess the effectiveness of instructional practices.
Responsible Party	Alan Pfau and Lisa Libidinsky
Schedule	Quarterly, from 10/2/2017 to 6/01/2018
Evidence of Completion	FSA Data

III. Implementation Timeline

2017	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Progress Benchmark assessments will be used to monitor students' performance in ELA, mathematics, and science.	Judith Founds Rabia Yousuf Tanya Roman	10/3/2017	Student's test results from the district benchmark assessments, STAR reports, and reading intervention programs.	06/1/2018
	Classroom walkthroughs data will be utilized to observe instructional practices to assess the learning environment.	Alan Pfau Lisa Libidinsky	10/3/2017	iObservation Reports	06/1/2018
	Attendance at formal professional learning community meetings	Judith Founds Rabia Yousuf	10/3/2017	PLC Meeting Summary Forms.	06/1/2018