

Florida State University Schools

The Pembroke Pines Florida



2019-20 School Improvement Plan

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The Pembroke Pines Florida

601 SW 172ND AVE, Pembroke Pines, FL 33029

www.pinescharter.net

Demographics

Principal: Lisa Libidinsky

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) | 35% |
| 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 Grade | 2018-19: A |
| School Grades History | 2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northwest |
| Regional Executive Director | Jeff Sewell |
| Turnaround Option/Cycle | |
| Year | |

| | |
|--|-----------|
| Support Tier | NOT IN DA |
| ESSA Status | 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.

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.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|------------------|---------------------|---|
| Libidinsky, Lisa | Principal | <p>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 the expenses needed to purchase curricular materials.</p> <p>FSU Lab Sch - 0351 - The Pembroke Pines Florida - 2018-19 SIP Last</p> |
| Founds, Judith | Instructional Coach | <p>Ms. Judith Founds is the Curriculum Specialist for the school and task with the responsibility of aligning policies and procedures across multi-campuses. 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> |
| Yousuf, Rabia | Instructional Coach | <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</p> |

| Name | Title | Job Duties and Responsibilities |
|------------------------|----------------------------|---|
| | | <p>and participates in many meetings to make sure that the students are receiving the support needed to excel in reading.</p> |
| <p>Slaski, Beth</p> | <p>Guidance Counselor</p> | <p>Ms. 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.</p> |
| <p>Roman, Tanya</p> | <p>Instructional Coach</p> | <p>Mrs. Tanya Roman is the Math Coach for the school. She meets with small groups of students, individual students, and classes. During this time, she works on math goals as a response to intervention. She assists teachers within their math block using a push-in model. She is the Acaletics Wednesday/Fact Friday coordinator. She facilitates mathematics PLCs for teachers and support staff to enhance their job-related knowledge and skills</p> |
| <p>Pizzo, Kimberly</p> | <p>Assistant Principal</p> | <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</p> |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--|
| | | upgrades). Further, in collaboration with district school and city leadership, she helps to identify areas of need and how best to allocate 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). Finally, she 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. |

Marquez, Maria Other

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.

Early Warning Systems

Current Year

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 | 96 | 102 | 113 | 135 | 132 | 121 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 699 |
| Attendance below 90 percent | 8 | 3 | 3 | 6 | 10 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| One or more suspensions | 0 | 0 | 0 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 5 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

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 4 5 0 0 0 0 0 0 0 9

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 5 0 2 0 0 0 0 0 0 0 0 0 7

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Wednesday 10/16/2019

Prior Year - 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 | |

Attendance below 90 percent 4 6 7 5 4 9 0 0 0 0 0 0 0 35

One or more suspensions 0 0 2 2 0 1 0 0 0 0 0 0 0 5

Course failure in ELA or Math 0 0 0 7 1 5 0 0 0 0 0 0 0 13

Level 1 on statewide assessment 0 0 0 12 13 12 0 0 0 0 0 0 0 37

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 1 7 1 6 0 0 0 0 0 0 0 15

Prior Year - 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 | |

Attendance below 90 percent 4 6 7 5 4 9 0 0 0 0 0 0 0 35

One or more suspensions 0 0 2 2 0 1 0 0 0 0 0 0 0 5

Course failure in ELA or Math 0 0 0 7 1 5 0 0 0 0 0 0 0 13

Level 1 on statewide assessment 0 0 0 12 13 12 0 0 0 0 0 0 0 37

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 | 1 | 7 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

Part II: Needs Assessment/Analysis

School Data

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

| EWS Indicators as Input Earlier in the Survey | | | | | | | |
|---|-----------------------------------|---------|---------|---------|---------|---------|---------|
| Indicator | Grade Level (prior year reported) | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 96 (0) | 102 (0) | 113 (0) | 135 (0) | 132 (0) | 121 (0) | 699 (0) |
| Attendance below 90 percent | 8 (4) | 3 (6) | 3 (7) | 6 (5) | 10 (4) | 5 (9) | 35 (35) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (2) | 1 (2) | 2 (0) | 4 (1) | 7 (5) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (7) | 3 (1) | 4 (5) | 7 (13) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 1 (12) | 5 (13) | 9 (12) | 15 (37) |

Grade Level Data

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

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 86% | 87% | -1% | 58% | 28% |
| | 2018 | 78% | 83% | -5% | 57% | 21% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 89% | 90% | -1% | 58% | 31% |
| | 2018 | 79% | 83% | -4% | 56% | 23% |
| Same Grade Comparison | | 10% | | | | |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | 11% | | | | |
| 05 | 2019 | 79% | 83% | -4% | 56% | 23% |
| | 2018 | 81% | 82% | -1% | 55% | 26% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 89% | 89% | 0% | 62% | 27% |
| | 2018 | 82% | 87% | -5% | 62% | 20% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 90% | 90% | 0% | 64% | 26% |
| | 2018 | 80% | 85% | -5% | 62% | 18% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | 8% | | | | |
| 05 | 2019 | 86% | 83% | 3% | 60% | 26% |
| | 2018 | 84% | 77% | 7% | 61% | 23% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 6% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 69% | 72% | -3% | 53% | 16% |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 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 2016-17 | C & C Accel 2016-17 |
| 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 | | | | |

| 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 2015-16 | C & C Accel 2015-16 |
| 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

This data has been updated for the 2018-19 school year as of 7/16/2019.

| 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 | 27 |
| Total Points Earned for the Federal Index | 554 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

Subgroup Data

| Students With Disabilities | |
|---|----|
| Federal Index - Students With Disabilities | 55 |
| 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 | 65 |
| 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 | 91 |
| 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 | 74 |
| 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 | 69 |
| 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 | 87 |
| 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 | 81 |
| 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 | 75 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Students identified in the Lowest 25th Percentile in ELA scored 61% percentage points in 2019, 52% in 2018. The state average was 53 percentage points in 2019, 48% in 2018. Based on last year's result, the school increased 9 percentage points, whereas the state's average increased 5 percentage points. Our school performed higher than the state average in this category. Last year we utilized our support staff to push into the 90-minute reading block to work with students during the small group in rotation. Every quarter data was reviewed and support was given to the classes needing additional assistance.

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

The Science Achievement scores decreased 2 percentage points from 71% to 69%. The state's average also showed a decline from 55% to 53%. The PLC focus in the 2019-20 school year was on multisensory and explicit instruction for our striving students.

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

Our school performed higher than the state average in every category.

School State

ELA Achievement 85% 57%
 ELA Learning Gains 74% 58%
 ELA Lowest 25th Percentile 61% 53%
 Math Achievement 88% 63%
 Math Learning Gains 79% 62%
 Math Lowest 25th Percentile 71% 51%
 Science Achievement 69% 53%

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

The subgroups data component ELA scores increased significantly in all subgroups. Monitoring and tracking all students' data with targeted action steps helped us to intervene immediately to provide technical assistance if needed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The attendance is a concern for students that are receiving an intensive intervention. It is critical that they are present and receive additional support to improve their academic needs and continue to build foundational skills.

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

1. Provide professional development in the area of multisensory instruction to support students with a substantial reading deficiency.

2. Infuse writing throughout the curriculum.
3. Increase STEAM and problem-based learning activities in the classroom.
4. Strengthen relationships to ensure a supportive learning environment and social-emotional Learning (SEL)
5. Create a safe and healthy environment for all.

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|--|
| #1 | |
| Title | ELA Learning Gains Students lacking reading strategies such as making connections, finding key details and main ideas, and summarizing have difficulties comprehending grade leveled texts. If the student is provided additional instruction and practice using the Reciprocal Teaching strategy, then the students will be able to apply these strategies to comprehend complex text. Findings from the Visible Learning research shows that teaching and instructional strategies have a greater impact on student's achievement. |
| Rationale | Increase the ELA Learning Gains of all subgroups who scored below 60% on the ELA FSA Assessment by 2% by June 2020. |
| State the measurable outcome the school plans to achieve | Increase the ELA Learning Gains of all subgroups who scored below 60% on the ELA FSA Assessment by 2% by June 2020. |
| Person responsible for monitoring outcome | Lisa Libidinsky (llibidinsky@pinescharter.net) |
| Evidence-based Strategy | Reciprocal teaching incorporating text annotation and visualization. |
| Rationale for Evidence-based Strategy | Based on the studies from the WWC Intervention Report, reciprocal teaching effectiveness range 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 student's role is as a teacher applying four comprehension strategies using a graphic organizer. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 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 | Judith Founds (jfounds@pinescharter.net) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The Leadership team will meet monthly to review school-wide initiatives, classroom comparison data, and discuss progress with the Literacy Leadership team and staff. The team will use data, feedback, and concerns to revise SIP as needed.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 personalized the learning experience ensuring every student meets with academic and/or behavior success in the classroom. The members of the Collaborative Problem Solving Team (CPS) 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 put in place 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. In the Multi-tiered Systems of

Support (MTSS), students identified through the Rtl process as needing extra support receive strategic or intensive intervention services as determined by CPST.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The curriculum, policies, and school procedures are reviewed to ensure alignment in the preparation of students to transitioning from one school/grade to another with minimal problems. We planned for smooth transitions by careful looking at data including social and behavioral concerns. Having horizontal and vertical alignment roundtable discussion meetings, providing informational student/parent meetings, and making resources available on different social media help support the school's effort to have a strategic practice in place.

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.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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. The students participate in field trips on and off-campus throughout the school year that build knowledge about technical skills and career planning. There are many family night events planned at our school that showcase different careers and educational opportunities offered in our own community.

Part V: Budget

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|---------------|--------------|---|---------------|
| 1 | III.A | Areas of Focus: ELA Learning Gains | \$0.00 |
| Total: | | | \$0.00 |