

Florida State University Schools

THE PEMBROKE PINES FLORIDA



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. 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

Empowering Students for the Possibilities of Tomorrow!

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Lisa Maraj

lmaraj@pinescharter.net

Position Title

Principal

Job Duties and Responsibilities

Dr. Lisa Maraj is the Principal of the Pembroke Pines-Florida State University Charter Elementary School. She leads a dynamic team, including the assistant principal, curriculum specialist, guidance counselor, teachers, and staff, to improve the school's culture and climate, daily operations, and safety. She drives the school's initiatives by analyzing student achievement data and teacher performance data, conducting walk-throughs and observations, to inform and guide the school's efforts toward continuous improvement.

Dr. Maraj collaborates with various groups, including the advisory board, City of Pembroke Pines personnel, Pembroke Pines Charter Schools administration, Florida State University personnel, and

the governing board. She also maintains an open line of communication with parents through regular meetings and global email notices about school activities. Her weekly "Principal's Report" keeps the staff informed of upcoming events and uses that means of communication to acknowledge outstanding services performed by personnel.

As principal of a single-school district, her core duties include monitoring the implementation of the K-12 Comprehensive Reading Plan, School Improvement Plan, School Safety and Mental Health Plan, and approving expenditures to ensure school funds are used appropriately for the fiscal year.. Dr. Maraj is also an active presence at school and community functions, helping to strengthen relationships and promote family and community involvement.

Leadership Team Member #2

Employee's Name

Dr. Kimberly Pizzo

kpizzo@pinescharter.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Dr. Kimberly Pizzo serves in the dual capacity of Assistant Principal and District Safety Specialist, giving her a critical role in both academic operations and school security. In this capacity, she serves as the primary point of contact for addressing disciplinary issues within the school, thereby fostering a safe and well-managed learning environment.

Dr. Pizzo's administrative duties involve frequent collaboration with the leadership team, staff, and teachers to manage daily operations, schedule instruction, and analyze data. She performs regular walkthroughs and observations to monitor instruction, while also coordinating major school events and communicating with parent groups. Furthermore, as a member of the Literacy Leadership Team (LLT), she actively collaborates with curriculum, guidance, and support personnel to identify student needs and barriers. She is instrumental in consulting on and implementing effective interventions. She supports educational plans, ensuring all students are positioned to achieve their full academic, behavioral, and social-emotional potential.

Leadership Team Member #3

Employee's Name

Judith Founds

Jfounds@pinescharter.net

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Judith Founds is the Curriculum Specialist responsible for aligning policies and procedures across multiple campuses. She manages the data system for all state and local tests, tracks student progress in MTSS/RtI, and creates reports for school administrators.

Key Responsibilities

- Professional Development: Judith develops and coordinates professional development for teachers, staff, and other key stakeholders.
- School Improvement: She helps monitor the school's improvement plan to ensure it meets its goals.
- Technology Integration: She coordinates the integration of technology into the curriculum and instruction.
- Curriculum & Instruction: Judith organizes team leader meetings to facilitate collaboration on all aspects of curriculum, instruction, and assessment.

Additionally, she stays current with research and educational trends, advises on new instructional materials, and facilitates data chat meetings with teachers to help improve their instructional strategies.

Leadership Team Member #4**Employee's Name**

Maria Marquez

mmarquez@pinescharter.net

Position Title

ESE Director

Job Duties and Responsibilities

Maria Marquez serves as the ESE Specialist for both the FSU Broward campus and the West Campus K-8 Center, where she plays a critical role in ensuring the success of students with disabilities. Her core responsibility is to provide robust support to the schools, specifically working to increase student participation and performance in the standard curriculum, statewide assessments, and accountability systems.

To maintain the fidelity of the program, Ms. Marquez coordinates all required ESE meetings, is

responsible for revising and updating schedules, and ensures program delivery adheres to established standards by meeting regularly with the ESE Department. Furthermore, she directly assists ESE support staff in developing individualized IEP goals for students and meticulously monitors the progress toward those goals, ensuring students with disabilities receive appropriate, high-quality services.

Leadership Team Member #5

Employee's Name

Karine Miranda

kmiranda@pinescharter.net

Position Title

School Counselor

Job Duties and Responsibilities

Karine Miranda serves as the School Counselor and Testing Coordinator, fulfilling a dual role focused on student welfare and academic accountability.

In her counseling capacity, Ms. Miranda works with students in individual, small-group, and classroom settings to address their personal and social development. She is responsible for promoting a positive school climate by assisting teachers with proper student behavior management and overseeing key social-emotional programs, including Character Education and the Anti-Bullying program. She actively promotes positive interactions among all stakeholders and serves as a vital liaison between the school, parents, and various external community agencies and organizations.

Additionally, Ms. Miranda meticulously coordinates all school-wide testing efforts. As part of the Response to Intervention Team, she ensures that students receive the necessary behavioral support and participates in numerous meetings to ensure that appropriate interventions are in place. Her combined responsibilities ensure that students receive comprehensive support across their academic, behavioral, and social-emotional needs.

Leadership Team Member #6

Employee's Name

Diane Morrison

dmorrison@pinescharter.net

Position Title

Student Services Coordinator

Job Duties and Responsibilities

Diane Morrison serves as the Student Services Coordinator for both the FSU Broward campus and the West Campus K-8 Center, where she plays a vital, proactive leadership role in managing the schools' academic and behavioral programs. Her primary responsibility is to engage all stakeholders in delivering comprehensive services that support students' academic achievement and personal/social development. She fosters a positive school climate by working cooperatively with the principals, counselors, nurses, staff, students, and parents.

The Coordinator ensures the fidelity and effectiveness of intervention services. This involves closely coordinating with the Exceptional Student Education (ESE) and School Counseling Departments, attending meetings, and actively monitoring the progress of student MTSS/Rtl goals. She is a key member of the Response to Intervention Team, where she assists both instructional and support staff in developing MTSS/Rtl goals and tracking student progress to guarantee they receive the necessary support to excel. Furthermore, she develops and implements ongoing professional development for all staff members, ensuring continuous improvement in program delivery.

Leadership Team Member #7**Employee's Name**

Rabia Yousuf

ryousuf@pinescharter.net

Position Title

Reading Specialist

Job Duties and Responsibilities

Mrs. Rabia Yousuf serves as the school's Reading Specialist, playing a central role in advancing literacy across all grade levels. She works collaboratively with the leadership team, teachers, staff, and students to ensure high-quality reading instruction and targeted support.

Mrs. Yousuf is directly involved in student intervention, utilizing a push-in model to assist teachers during their regular reading blocks, and working with small groups and individual students on specific Response to Intervention (Rtl) reading goals. As a crucial member of the Response to Intervention Team, she participates in meetings to guarantee students receive the necessary support to excel in reading. Furthermore, Mrs. Yousuf, alongside the Curriculum Specialist, develops and implements comprehensive professional development experiences for all instructional and support staff. Her additional responsibilities include serving as both the textbook coordinator and the in-service facilitator, underscoring her vital role in curriculum and staff development.

Leadership Team Member #8

Employee's Name

Tanya Roman

troman@pinescharter.net

Position Title

Math Coach

Job Duties and Responsibilities

Mrs. Tanya Roman serves as the Math Coach for the school, providing essential instructional leadership and direct support to enhance mathematics achievement. She works closely with the leadership team, teachers, and staff, and is actively involved with students across various settings.

Mrs. Roman utilizes a push-in model to support teachers during their math block, offering immediate, in-class assistance and coaching on best practices. She also plays a key role in intervention, working with small groups and individual students to target specific Response to Intervention (RtI) mathematics goals. Her multi-faceted approach ensures that all instructional personnel have the guidance they need to improve their math instruction, and that struggling students receive the individualized support necessary to excel in the subject.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Developing the School Improvement Plan (SIP) is a collaborative process that engages the entire school community. It is a collective and collaborative effort that reflects our school's shared vision and purpose.

The SIP is built on a foundation of collaboration. We seek valuable input from a diverse group of stakeholders, including school administrators, curriculum specialists, and our Literacy Leadership Team (LLT). Their insights, along with those from teachers, families, and community partners, are crucial for creating goals that align with our school's mission and purpose. This comprehensive approach ensures that the SIP meets all requirements while truly representing the collective effort of

everyone involved.

Our leadership team drives this process by carefully analyzing a variety of data sources. We review academic performance, stakeholder surveys, and meeting notes to pinpoint our strengths and identify areas for improvement. Regular meetings with teacher leaders help us formulate actionable strategies to enhance learning conditions and sustain our positive school culture.

Parents and students are vital to the SIP's success. Their input, gathered through parent-teacher meetings, surveys, and informational sessions, is essential to addressing their concerns and suggestions. This active involvement empowers them to be true partners in our school's improvement.

Our advisory board members also play a key role. They review the draft plan, offering feedback and guidance to ensure that our goals and action steps are realistic and achievable within our timeline. Finally, community leaders and business partners lend their expertise and financial support, which is critical for the effective implementation of our plan. This broad collaboration ensures the SIP is a robust and well-supported roadmap for our school's continuous improvement.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be regularly monitored for effective implementation and impact on student achievement through the following methods:

- The goals in the SIP will be monitored periodically throughout the school year.
- The SIP aligns with the school's K-12 Comprehensive Evidence-based Reading Plan and the school-based MTSS/RtI Plan, with similar goals to increase student achievement and close learning gaps.
- A mid-year meeting will be held with the Literacy Leadership Team (LLT) to review progress and address new concerns.
- Progress Monitoring Data chat meetings are held to analyze student performance data, identify areas for improvement, and monitor progress on identified learning gaps.
- Classroom walkthroughs and iObservation tools will be used to monitor learning conditions and provide support to teachers and students.
- Ongoing survey feedback and informal stakeholder meetings provide different perspectives on

how the school is meeting its goals.

The school will revise the plan with stakeholder feedback to ensure continuous improvement in the following way:

- Data-driven decision-making meetings with the school-based leadership team will analyze data to identify areas for improvement.
- This process involves modifying practices or policies that affect teaching and learning, as well as implementing strategies, interventions, or resources to support student achievement.
- The curriculum specialist is responsible for sharing proposed revisions with all stakeholders to get their feedback and input. This ensures the revised plan meets its goal of improving students' academic outcomes

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	36.5%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	100	111	119	123	124	132				709
Absent 10% or more school days	9	8	5	7	10	10				49
One or more suspensions	1	0	4	1	5	8				19
Course failure in English Language Arts (ELA)	0	0	0	0	1	0				1
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	4	5	1	5	5	4				24
Level 1 on statewide Math assessment	7	2	6	5	3	7				30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	3	15	13	10	17				65
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	2	0				2

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	3	1				4
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		13	16	13	11	27				80
One or more suspensions			2	1	2	4				9
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		4	5	5	4	9				27
Level 1 on statewide Math assessment		5	5	9	2	9				30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	2	8	7						18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	6	2						10

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	6	2	1	10				21

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year					3	1				4
Students retained two or more times					2					2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	80	80	59	81	81	57	73	73	53
Grade 3 ELA Achievement	79	79	59	84	84	58	70	70	53
ELA Learning Gains	70	70	60	69	69	60			
ELA Lowest 25th Percentile	67	66	56	50	50	57			
Math Achievement*	83	83	64	82	82	62	78	78	59
Math Learning Gains	68	68	63	68	68	62			
Math Lowest 25th Percentile	58	54	51	38	38	52			
Science Achievement	61	61	58	70	70	57	59	59	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	90	90	63	64	64	61	60	61	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	656
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
73%	67%	68%	69%	52%		69%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	67%	No		
Asian Students	96%	No		
Black/African American Students	70%	No		
Hispanic Students	71%	No		
Multiracial Students	90%	No		
White Students	68%	No		
Economically Disadvantaged Students	68%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	80%	79%	70%	67%	83%	68%	58%	61%					90%
Students With Disabilities	54%	52%	64%	64%	55%	48%	50%	23%					
English Language Learners	68%	63%	60%	60%	73%	65%	60%						90%
Asian Students	95%		87%		100%	100%							
Black/African American Students	78%	80%	74%	67%	78%	70%	58%	55%					
Hispanic Students	78%	71%	63%	72%	82%	68%	64%	54%					90%
Multiracial Students	86%				93%								
White Students	83%	87%	69%	50%	84%	52%	44%	71%					
Economically Disadvantaged Students	72%	73%	65%	57%	78%	62%	55%	59%					88%

14/2025

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	81%	84%	69%	50%	82%	68%	38%	70%					64%
Students With Disabilities	49%	59%	50%	35%	53%	50%	33%	59%					
English Language Learners	66%	64%	63%		72%	50%							64%
Asian Students	93%		73%		93%	91%							
Black/African American Students	77%	75%	72%	55%	76%	67%	45%	58%					
Hispanic Students	82%	87%	70%	48%	83%	68%	29%	71%					71%
Multiracial Students	86%		73%		86%	73%							
White Students	80%	85%	60%	45%	83%	66%		76%					
Economically Disadvantaged Students	72%	73%	65%	44%	75%	62%	26%	61%					69%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	73%	70%			78%			59%					60%
Students With Disabilities	36%	35%			44%			24%					
English Language Learners	60%	50%			68%								61%
Asian Students	71%				82%								
Black/African American Students	68%	68%			75%			50%					
Hispanic Students	76%	60%			77%			64%					57%
Multiracial Students	83%				83%								
White Students	73%	83%			82%			62%					
Economically Disadvantaged Students	67%	62%			70%			48%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	79%	80%	-1%	57%	22%
ELA	4	77%	78%	-1%	56%	21%
ELA	5	83%	83%	0%	56%	27%
Math	3	86%	87%	-1%	63%	23%
Math	4	88%	88%	0%	62%	26%
Math	5	75%	72%	3%	57%	18%
Science	5	61%	69%	-8%	55%	6%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Based on the school data, the most improved component was the **Math Lowest 25th Percentile**, which increased by 20 percentage points from 38% in 2024 to 58% in 2025. The **ELA Lowest 25th Percentile** also showed significant improvement, increasing by 17 percentage points from 50% in 2024 to 67% in 2025.

Actions the school takes to address learning gaps include:

- Continued "Progress Monitoring Data chat meetings" to analyze student performance data, identify areas for improvement, and monitor progress on identified learning gaps.
- Utilization of "Classroom walkthroughs and iObservation tools" to monitor learning conditions and provide support to teachers and students.
- Alignment of the School Improvement Plan with the school's K-12 Comprehensive Evidence-based Reading Plan and the school-based MTSS/Rtl Plan, which have similar goals to increase student achievement and close learning gaps.

Lowest Performance

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

Math Learning Gains for the Lowest 25% of Students was the data component with the lowest performance, according to the data analysis in the School Improvement Plan. **At only 58%, the Math Learning Gains for the Lowest 25% of Students was the performance indicator that was clearly the most concerning.** It is also a celebration of success. The percentage for this group was 38% in 2024 and improved 20 percentage points in 2025. However, it is only 7 percentage points higher than the district indicating there is more opportunity for growth. The 58% still indicates that students in the bottom quartile of mathematics classes are striving to make the anticipated yearly improvement. A significant effort was made to close the learning gap, but the data still indicate the need for more comprehensive and targeted interventions.

The performance of this student group can be attributed to several factors, including a lack of

foundational skills and the use of small-group instruction targeting specific skill areas. The school has made steadily gains in this area; however, the lowest quartile may need a more personalized evidence-based approach to instruction.

Greatest Decline

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

Based on the provided data from the School Improvement Plan, the data component that showed the most significant decline from the prior year was **Science Achievement**, which decreased by 9 percentage points from 70% in 2024 to 61% in 2025. This decline was the largest among the academic areas reviewed.

The contributing factors for the decline in Science Achievement may be a lack of vocabulary exposure, issues with the alignment of instruction to academic standards, and insufficient experiential learning experiences for students that are aligned with the 5th-grade science standards.

Greatest Gap

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.

Based on the data comparison, the data component with the greatest positive gap when compared to the state average was **Math Achievement**, with the school outperforming the state by 31 percentage points (82% vs. 51%).

The only data component where the school performed below the state average, creating the most significant negative gap, was **Math Learning Gains for the Lowest 25% of Students**. The school's performance of 38% was 7 percentage points below the state average of 45%.

This analysis highlights how mathematics instruction and students retention of material continue to be an issue in our school.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the Early Warning Systems (EWS) data provided, two potential areas of concern are:

- **Substantial Reading Deficiency:** This is the most significant concern, with 65 students across all grade levels identified as having a substantial reading deficiency. This is the highest number among all the indicators listed in the report. The issue appears to be particularly concentrated in Grade 5, with 17 students, and Grade 2, with 15 students.

- **Attendance Below 90%:** A total of 49 students across the school have attendance below 90%. This is the second-highest number of students for a single indicator and represents a significant portion of the student body who are chronically absent, a key predictor of academic difficulty. Grade 4 and Grade 5 each have 10 students in this category, and Grade 1 has 8. The level of chronic absenteeism serves as a strong indicator that a student is at high risk for future academic difficulty.

These students are a subset of the 16 high-risk students who are currently dealing with two or more risk indicators, making them the most urgent priority for intervention.

Highest Priorities

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

1. **Science Achievement:** The school's overall science achievement is 61%, making it the lowest of the overall achievement scores in the provided documents.
2. **Attendance Below 90%:** Chronic absenteeism is a major issue, as students in grades 4 and 5 have an attendance rate below 90%, which may impact their academic performance.
3. **Substantial Reading Deficiency:** A total of 65 students have a substantial reading deficiency, making it the largest single area of academic concern identified in the Early Warning Systems (EWS) report.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The **Florida Statewide Science Assessment (FSSA)** is a standardized test administered to all students in **Grade 5** to measure their achievement of the Florida State Academic Standards in science. This assessment is comprehensive, covering four major benchmarks, or Bodies of Knowledge: **Nature of Science, Earth and Space Science, Physical Science, and Life Science**. By testing these core domains, the FSSA evaluates whether fifth-grade students have acquired the fundamental scientific knowledge and skills expected at the elementary level before they advance to middle school science courses.

The data indicate that the **SC.5.P: Physical Science** Body of Knowledge is the weakest benchmark area for students. The Physical Science standards (SC.5.P) require students to understand fundamental concepts of matter, energy, and forces, which often involve complex concepts and mathematical reasoning. Student weakness in this area impacts learning across these critical domains:

Several data points support the rationale for this focus. **Science Achievement** saw the most significant decline, decreasing from 70% in 2024 to 61% in 2025. This decline is a key indicator of a lack of active, experiential learning and alignment between instructional practices and academic standards in science in grades K-5.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 25, the percentage of fifth grade students scoring at or above a level 3 on the Science Assessment will increase from 61% to 63%, as evidenced by the Florida Science Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The use of evidence-based instructional practices to increase student engagement will be monitored for implementation and impact through Learning Walks and review of science data from formative assessments. This classroom walkthrough is a structured, purposeful visit conducted by instructional leaders and the science teachers to observe teaching and learning in action. The objective is to gather insights into instructional practices, provide feedback, and offer professional learning opportunities to support the teaching of the academic standards and support the learning environment. Data will be reviewed, and areas of concern will be addressed through coaching, professional learning, and collaborative planning to ensure the desired outcome is achieved.

Person responsible for monitoring outcome

School-based Leadership Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Inquiry-based instruction emphasizes hands-on exploration, with teachers acting as facilitators. This approach enhances student learning by promoting critical thinking, creativity, curiosity, and problem-solving skills. Students are empowered to take ownership of their learning, which helps them develop a deeper understanding of concepts, strategies, skills, and real-world applications.

Rationale:

Inquiry-based instruction is vital as it enhances engaged learning. Traditional lecture models often lead to passive students, resulting in poor academic achievement, especially in hands-on subjects like science. By promoting choice and voice, these methods empower learners and make content more relevant and motivating. This high-impact instructional strategy meets the needs of all learners, including providing support for unique learners, as highlighted in the eleot report. Additionally, fostering collaboration mirrors real-world applications of science, helping develop problem-solving skills and creating a supportive learning community that leads to better academic outcomes.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Conduct Professional Learning Focused on High-Impact Instructional Strategies

Person Monitoring:

By When/Frequency:

Judith Founds

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in ongoing, job-embedded professional learning (PLC) focused on skills and strategies to effectively implement high-impact instructional strategies. PLC sessions will include peer observation, lesson study, and model lessons that specifically demonstrate effective academic differentiation (content, process, and product) and how to intentionally provide meaningful choice and voice in lessons. This ensures instructional consistency and teacher efficacy in shifting practice.

Action Step #2

STEAM Release Days

Person Monitoring:

Dr. Lisa Maraj

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Quarterly, students in grades K-5 will participate in hands-on science activities focusing on applying scientific reasoning to solve problems, interpreting experimental results, and connecting abstract concepts. This action step will be monitored through walkthroughs and analysis of science assessment data in grades K-5.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Early Warning System report reveals that **8% of the school's student population** has been identified as having attendance issues. At the PPCES-FSU campus, **49 students** were absent for 10% or more of the school days, and **9 students** had one or more suspensions during the 2024-25 school year. Additionally, a total of **65 students** are reported to have a significant reading deficiency, which is the largest area of academic concern highlighted in the Early Warning System (EWS) report. The findings, along with the behavioral data, suggest that many students may not be fully motivated or consistently engaged in their education. This highlights the importance of addressing both academic and behavioral challenges through effective student engagement strategies.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students in grades K-5 identified as having a substantial reading deficiency will

decrease by 2% by the end of May 2026, as evidenced by the Early Warning System.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school will employ a data-driven approach, leveraging the work of the year-long Professional Learning Community (PLC), **Empowering Classrooms with PBIS**, which aligns the PBIS goals with the K-12 CERP schoolwide reading initiative. This initiative includes increasing classroom walkthroughs, focusing on student-centered strategies to improve overall student engagement and academic outcomes.

Person responsible for monitoring outcome

Dr. Kimberly Pizzo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavioral Interventions and Supports (PBIS) is a research-based framework for sustaining positive learning environments and supporting students' social, emotional, behavioral, and mental health. PBIS is recognized for improving students' outcomes and enhancing instructional practices.

Rationale:

In addition to the PBIS framework, the committee will follow the WWC Practice Guide Recommendation(s) to support the initiative: WWC Practice Guide Reducing Behavior Problems in the Elementary School Classroom. Recommendation 1: Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Moderate). 2. Modify the classroom learning environment to decrease problem behavior. 3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong) The school will support and monitor the implementation of this program through monthly meetings, data reviews, and observational walkthroughs, and promote a positive school environment.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor and Evaluate PBIS

Person Monitoring:

By When/Frequency:

Dr. Kimberly Pizzo

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and school leaders will participate in ongoing, job-embedded professional learning (PLC) focused on skills and strategies to effectively implement positive schoolwide behavior. PLC sessions will include learning evidence-based strategies and reviewing data that focus on reducing behavioral problems and increasing student engagement to improve academic achievement outcomes.

Action Step #2

Implement Tangible Rewards That Reinforce Positive Behavior

Person Monitoring:

Karine Miranda

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

This action step focuses on strengthening the Positive Behavior Interventions and Supports (PBIS) framework by expanding the school's reward structure. The impact of this action step will be monitored through analysis of discipline and behavior data across the school.