

Broward County Public Schools

# PEMBROKE PINES CHARTER ELEMENTARY SCHOOL



## 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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It is our mission to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

### Provide the school's vision statement

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Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

## 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

Sean Chance, Michael Castellano, Channale Augustin

Schance@pinescharter.net, Mcastellano@pinescharter.net, Caugustin@pinescharter.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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The PPCES leadership team consisting of administration, school counselors, and curriculum provides direction, instruction, and guidance to teachers and staff. The team meets regularly to develop strategies to reach goals, identify professional development needs, meet with teachers to discuss areas of concern, and provide guidance and results-oriented solutions. The leadership team spends time working on matters of long-term importance, including common policies and direction, organizational development and improvement initiatives that lead to school improvement and student academic achievement. Sean Chance, Channale Augustin and Michael Castellano are the principals

of Pembroke Pines Charter Elementary School for the Central Campus, East Campus, and West Campus respectively. They meet regularly with the assistant principals, curriculum specialists, school counselors, teachers, and staff to discuss curriculum and instruction, day-to-day operations, safety, and policies aimed at school improvement. The principals review student and teacher data, perform walk-throughs and observations, conduct meetings with stakeholders, and communicate with the Parent Advisory Board, City of Pembroke Pines personnel, and the City Commission, which serves as the school's governing board. The principals frequently meet with parent groups and attend school and community functions. They communicate with stakeholders via global email notices, faculty meetings, parent nights, workshops, parent link, and morning announcements which provide information on school activities and functions. Additionally, the principals are responsible for the allocation and disbursement of budgetary funds to ensure all students receive the needed resources and opportunities and that a clean, safe, and orderly environment is accessible to all stakeholders.

## **Leadership Team Member #2**

### **Employee's Name**

Shannon Molina, Melissa Fernandez, and Samantha Grandson

Smolina@pinescharter.net, Mfernandez@pinescharter.net, Sgrandson@pinescharter.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Shannon Molina, Melissa Fernandez, and Samantha Grandson are the assistant principals of the Central, East and West Campuses respectively. The assistant principals meet regularly with teachers, staff and students to discuss the day-to-day operations, school safety procedures, student data, and curriculum and instruction. They serve as the school liaison for the Parent Teacher Association and provide support in all fundraising activities. The assistant principals are the main contact for disciplinary issues in the school and also perform walk-throughs and observations. In addition, assistant principals meet with staff and parents about individual student academic and/or behavioral needs.

## **Leadership Team Member #3**

### **Employee's Name**

Jill Wolfe, Dina Logan, Kimberlee Farinella

Jwolfe@pinescharter.net, Dlogan@pinescharter.net, Kfarinella@pinescharter.net

### **Position Title**

Curriculum Specialist

### **Job Duties and Responsibilities**

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Jill Wolfe, Dina Logan, and Kimberlee Farinella are the curriculum specialists for the Central Campus, East Campus, and West Campus respectively. The curriculum specialists disaggregate and analyze school data and use the information to select instructional approaches, identify research-based materials, and spearhead school-wide initiatives. Along with all stakeholders, they develop a school improvement plan. They conduct professional development trainings for teachers and conference with teachers to provide instructional feedback when needed. The curriculum specialists serve as the accreditation team for the system; meet regularly to align the system's policies, procedures, and curriculum; and design and deliver parent workshops focusing on increasing student achievement. As in-service facilitators, the curriculum specialists meet with Professional Learning Community (PLC) coordinators on a regular basis in order to facilitate ongoing professional development for all teachers. In addition, the curriculum specialists mentor beginning teachers, model effective lessons in the classrooms, assist in parent conferences, and facilitate data chats. They are also the school liaisons for all online platforms such as FOCUS, Canvas, i-Ready, Benchmark Universe, Planbook, Savvas Math, and HMH Science.

### **Leadership Team Member #4**

#### **Employee's Name**

Kimberly Lookretis, Sigried Palau, and Mercedes Lambert

Klookretis@pinescharter.net, Spalau@pinescharter.net, Mlambert@pinescharter.net

#### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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Mercedes Lambert, Sigried Palau, and Kimberly Lookretis are the school counselors for the West Campus, East Campus, and Central Campus, respectively. Each counselor meets with teachers, staff, and students in the areas of academic performance and personal-social issues. They work with small groups of students, individual students, and classes to implement Annual School Counseling Plan (ASCSP). The counselors oversee the Character Education Program, Anti-Bullying Program, the Social Emotional Learning curriculum, and the development of social skills. In addition, they serve as Testing Coordinator, Interventionist Team Leader, Section 504 Liaison, Child Abuse Designee, and Homeless Education Liaison for their respective campuses. To ensure system alignment, they also oversee the data management system that monitors students' progress in the MTSS/RTI process.

## **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.*

An integral continuous improvement process that is focused on learners' experiences and needs is the School Improvement Plan (SIP). Annually, the leadership team collaborates with instructional support teams to guide campus School Improvement Plans (SIP). School Improvement Plans are intended to be a primary artifact to review data, set goals, create an action plan, and monitor progress. This living document guides the leadership team in decision making and in supporting improvement system wide as evidenced in our annual SIP submissions. School Improvement Plans (SIP) are shared with all stakeholders; teachers, parents, students, and staff. In order to promote more engagement in the SIP plan creation, school leaders have expanded ways to reach the target audiences. Through student surveys, PTA and School Advisory board feedback, the leadership team amends the SIP as needed to reflect improvement initiatives across the campus. SIP plans are presented annually to the School Advisory Boards for public Q and A and final approval. Plans and School Advisory Notes are found on the school website.

### 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 PPCS 5051 SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards/ Systemically, the School Advisory Board, approves SIP plan annually after the system administrators have provided input and feedback to campus leadership teams. The 15 member Charter Elementary / Middle School Advisory Board meets monthly to review school procedure and policies and make recommendations that will advance, encourage, and enhance the education of the City's charter elementary and middle school students. Guidance, ESE, Curriculum, Team leaders and site based administrators provide input and participate in ongoing progress monitoring of school wide and ESSA subgroup and ESE goals. PLC goals are created based upon schoolwide student achievement. Each department monitors progress towards their schoolwide literacy and content area PLC goals. Midyear i-ready Reading and Math diagnostics and FAST PM 2 progress monitoring contribute to ongoing instructional planning and adjustments to timelines and action steps included in the SIP may be made at this time. All tested

area content teachers and ESE support facilitators participate in formal data chats three times a year with administration, guidance, and curriculum. ESE Support Facilitators monitor SWD student achievement based on IEP indicators. Administrators conduct evaluative classroom observations that will provide additional data points to support SIP implementation in the classroom. Continuous improvement is the annual goal across the system.



## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY KG-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>39.1%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>

## 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	318	332	347	345	357	357				2,056
Absent 10% or more school days	30	39	37	29	29	11				175
One or more suspensions	5	0	0	1	2	0				8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	145	102	114	13	11	20				405
Level 1 on statewide Math assessment	183	110	111	11	4	13				432
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	13	36	41	36	34				165
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	16	22	18	3	5	3				67

**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	2	1	4	1	2	0				10
Students retained two or more times	0	0	1	0	0	0				1

**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	4	41	44	33	32	42				196
One or more suspensions		4	3	3	11	12				33
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	15	15	86	14	13	25				168
Level 1 on statewide Math assessment	65	24	15	17	8	13				142
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**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	1	12	17	2	4	10				46

**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	7	4	3	2					19
Students retained two or more times		2				1				3

## 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*	84	64	59	80	61	57	73	56	53
Grade 3 ELA Achievement	85	63	59	86	60	58	73	56	53
ELA Learning Gains	68	65	60	71	64	60			
ELA Lowest 25th Percentile	61	60	56	60	60	57			
Math Achievement*	89	70	64	86	66	62	77	62	59
Math Learning Gains	71	68	63	77	66	62			
Math Lowest 25th Percentile	69	55	51	63	55	52			
Science Achievement	69	60	58	67	56	57	71	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	68	63	63	71	59	61	63	59	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	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	664
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
74%	73%	72%	69%	56%		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	63%	No		
English Language Learners	64%	No		
Asian Students	87%	No		
Black/African American Students	72%	No		
Hispanic Students	73%	No		
Multiracial Students	80%	No		
White Students	83%	No		
Economically Disadvantaged Students	69%	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	84%	85%	68%	61%	89%	71%	69%	69%					68%
Students With Disabilities	63%	73%	59%	56%	71%	71%	72%	44%					60%
English Language Learners	72%	84%	54%	48%	85%	67%	57%	45%					68%
Asian Students	92%	97%	71%		97%	88%		76%					
Black/African American Students	77%	68%	72%	64%	85%	75%	72%	59%					
Hispanic Students	83%	88%	66%	60%	86%	66%	64%	70%					73%
Multiracial Students	84%	86%	61%		92%	67%		92%					
White Students	92%	91%	70%	73%	96%	77%	100%	66%					
Economically Disadvantaged Students	77%	79%	65%	59%	82%	70%	66%	58%					66%
23/2025													

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	80%	86%	71%	60%	86%	77%	63%	67%		71%
Students With Disabilities	47%	51%	61%	55%	64%	67%	62%	32%		
English Language Learners	69%	83%	65%	55%	82%	78%	76%	55%		71%
Asian Students	90%	97%	75%	67%	96%	90%		77%		
Black/African American Students	76%	88%	68%	54%	81%	73%	61%	54%		
Hispanic Students	78%	84%	70%	58%	85%	77%	60%	67%		70%
Multiracial Students	81%	64%	76%		81%	73%		82%		
White Students	87%	91%	80%	79%	93%	72%	75%	76%		
Economically Disadvantaged Students	74%	80%	72%	60%	78%	72%	61%	56%		68%

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%	73%			77%			71%		63%
Students With Disabilities	39%	48%			55%			29%		
English Language Learners	61%	56%			66%			68%		64%
Asian Students	84%	88%			92%			84%		64%
Black/African American Students	70%	69%			75%			66%		
Hispanic Students	71%	72%			75%			69%		66%
Multiracial Students	71%	73%			76%					
White Students	78%	75%			81%			77%		
Economically Disadvantaged Students	63%	63%			68%			60%		77%

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	85%	61%	24%	57%	28%
ELA	4	84%	62%	22%	56%	28%
ELA	5	82%	62%	20%	56%	26%
Math	3	91%	68%	23%	63%	28%
Math	4	87%	69%	18%	62%	25%
Math	5	88%	63%	25%	57%	31%
Science	5	68%	57%	11%	55%	13%

### III. Planning for Improvement

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#### 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?

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The area that showed the most improvement was the Math-lowest 25th percentile which increased from 63% proficiency in 2024 to 69% proficiency in 2025. To support growth in this area, the school implemented several new strategies, including assigning MTSS coordinators on site to manage the Response to Intervention process. We also held frequent data meetings with teachers and parents to monitor student progress and adjust interventions as needed. We made sure to ensure full implementation of tier 2 and tier 3 math interventions, providing targeted small-group instruction and progress monitoring for students in the lowest quartile. These actions created a more structured, data-driven approach to supporting struggling learners, leading to measurable in student performance.

##### **Lowest Performance**

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

---

Our lowest 25% of students demonstrated the smallest learning gains in ELA, with only 61% showing progress. Several factors contributed to this outcome. Notably, there was an increase in the number of students with language disabilities within this lower quartile, which presented additional instructional challenges. Furthermore, we observed a rise in the number of English Language Learners (ELL) identified within this group, which likely impacted their ability to make significant gains in ELA.

##### **Greatest Decline**

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

---

The data component that showed the greatest decline from the prior year was in Math Learning Gains which went from 77% in 2024 to 71% in 2025. One contributing factor was the school's concentrated focus on improving performance among students in the lowest 25th percentile. While this targeted support led to gains for struggling students, it also resulted in less emphasis on accelerating growth for students performing at or above grade level. As a result, overall learning gains declined.

**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.

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Once again our third-grade ELA proficiency significantly outperformed the state average of 59% with a proficiency of 85%. This continuous achievement gap can be attributed to several strategic efforts. First, we continued to prioritize extensive professional development focused on the Science of Reading, ensuring teachers have a deep understanding of research-based literacy practices. Additionally, we provided push-in support during the literacy block, allowing for more individualized and small-group instruction. Our MTSS coordinators continued to progress monitor all tier 2 and tier 3 interventions to ensure strategic and intensive instruction. Targeted tutoring programs further enhanced instruction, offering additional support for students needing remediation. As a result of these combined efforts, we were able to see substantial gains in our ELA proficiency, and we plan to continue these initiatives to sustain and further improve outcomes.

**EWS Areas of Concern**

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

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Upon analyzing the early warning systems data, two critical areas emerged. 36% of the primary grade level students received a Level 1 in ELA. Additionally, 41% of the primary grade level students received a level 1 in Math.

**Highest Priorities**

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

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This year, we will continue to prioritize improving the performance of our lowest 25% of students in ELA. Our second priority is to maintain and build upon the upward trend in Science proficiency. A third priority has been added to increase overall learning gains in Math. To address these goals, we will continue implementing targeted interventions and evidence-based instructional strategies designed to meet the needs of our lowest-performing students in ELA. Additionally, we will focus on promoting growth for all students through differentiated instruction, consistent progress monitoring, and targeted enrichment opportunities to accelerate learning among higher-performing students.

## 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 ELA

#### 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.

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The identified Area of Focus continues to be improving the performance of the lowest 25% of students in ELA. Although there was a slight increase from 60% to 61%, this subgroup continues to demonstrate the greatest need for academic growth. Analysis of student performance data indicates that many of the students within this subgroup are ESOL learners and students with language-based disabilities, which continue to impact overall reading proficiency and comprehension skills. To address this ongoing area of need, the school will continue implementing a targeted approach through the MTSS and RTI processes, ensuring that interventions are data-driven, closely monitored, and aligned to each student's specific learning needs.

#### 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.

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By May of 2026, 65% of the lowest 25% in ELA will achieve learning gains as measured by the 2026 PM 3 ELA FAST. This would be a 4% increased from our 2024-2025 data.

#### Monitoring

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

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The school-based leadership team will monitor tier 1 ELA instruction through informal walkthroughs to ensure explicit, systematic, and differentiated instruction occurs to support students. Members of the leadership team will perform literacy walk-throughs as outlined in our K-12 district reading plan. The curriculum specialists will meet with teachers in grades to ensure the appropriate pacing of ELA concepts and skills is taught quarterly, and multisensory strategies are part of the learning routine. The progress monitoring data will be reviewed frequently for students receiving tier 2 and tier 3 interventions. I-ready report data will be pulled regularly to review students' progress and provide immediate feedback to the learner. Data will also be collected in the RtI Monthly meetings to

determine if more frequent interventions or support are needed for the student.

**Person responsible for monitoring outcome**

Sean Chance, Michael Castellano, Channale Augustin

**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:**

The evidence-based intervention being implemented to achieve the measurable outcomes in Benchmark Advanced across all of Tier 1 students. Tier II monitoring will occur using Benchmark , and the Tier III students will receive their interventions through data based small group instruction from the reading interventionist. Progress is reported via Focus, the online gradebook/ student management system, progress monitoring plans, and parent conferences. Parents, students, teachers, and staff have access to all progress monitoring and score reports in Focus

**Rationale:**

The rationale for selecting this strategy is that it is a part of the continuous improvement model and feedback loop to evaluate effectiveness of intervention implementation. Planning, implementation, interventions, and monitoring are conducted on a consistent basis to maintain effective student learning. State approved core curriculum are all utilized with fidelity including common assessments across the system in order to gauge progress in each class.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**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**

Use MTSS and RTI structures to ensure that all lowest 25% students are tracked through data chats, individualized intervention plans, and collaborative team meetings.

**Person Monitoring:**

Carmen Echeverry, Sigried Palau, Diane Morrison

**By When/Frequency:**

Ongoing

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

Grade-level and support teams will meet monthly to analyze ELA data, identify barriers, and adjust interventions for struggling students. Documentation of data meetings and intervention adjustments will be maintained and reviewed by the MTSS coordinator and administration.

**Action Step #2**

Provide daily small-group instruction focused on phonics, vocabulary development, and comprehension strategies tailored to individual student needs.



**Person Monitoring:**

Carmen Echeverry, Sigried Palau, Diane Morrison ongoing

**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Reading interventionists and classroom teachers will use diagnostic and progress monitoring data including i-ready, STAR, and FAST to group students and adjust instruction monthly. Progress monitoring data will be reviewed during MTSS meetings to evaluate student growth and adjust interventions accordingly.

**Action Step #3**

Integrate additional ESOL support into Tier 1 ELA lessons through language scaffolds, visuals, and vocabulary support strategies to ensure ESOL learners can understand grade-level content.

**Person Monitoring:**

Jill Wolfe, Merilisse Garcia, Samantha Grandson ongoing

**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will receive additional support through a staff member solely assigned to supporting the ESOL students. Professional learning communities will highlight strategies for effective language acquisition, academic vocabulary instruction. Administrators and instructional coaches will conduct literacy walkthroughs and provide feedback on the implementation of ESOL strategies during ELA instruction.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Math****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 area of focus for math is increasing student learning gains in Math across the intermediate grade levels. Based on the 24-25 state assessment data, the percentage of students demonstrating learning gains in math decreased from 77% the previous year to 71%, indicating a decline in student growth despite stable proficiency rates. This area was identified as a crucial need through the analysis of FAST data, progress monitoring assessments, and item analysis reports, which consistently showed limited growth for students in the middle performance quartiles. These "bubble" students often demonstrate partial mastery but lack the deeper conceptual understanding needed to apply mathematical reasoning independently. Improving math learning gains is essential to ensuring that all students—especially those approaching proficiency—acquire the analytical and reasoning skills necessary for success in higher-level math courses and future standardized assessments.

**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.

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By May of 2026, the percentage of students demonstrating learning gains in Mathematics will increase from 71% to 75% as measured by the PM 3 FAST Math assessment.

### **Monitoring**

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

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The school-based leadership team will monitor Tier 1 math instruction through regular walkthroughs to ensure lessons are standards-based, explicit, and focused on conceptual understanding and problem-solving. Curriculum specialists and instructional coaches will meet with grade-level teams monthly to review pacing, lesson plans, and implementation of the Math Standards. Progress monitoring data from FAST, i-Ready, and classroom assessments will be reviewed monthly to identify students requiring Tier 2 or Tier 3 interventions. Data chats and MTSS meetings will be held monthly to evaluate student growth, adjust interventions, and provide timely feedback to teachers. Ongoing monitoring will ensure instructional practices are effective in achieving the measurable outcome of increasing math learning gains from 71% to 75%.

### **Person responsible for monitoring outcome**

Sean Chance, Channale Augustin, Michael Castellano

### **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:**

The evidence-based intervention being implemented to achieve the measurable outcomes in Savvas across all of Tier 1 students. Tier II monitoring will occur using MDIS (math diagnosis and intervention system) , and the Tier III students will receive their interventions through data based small group instruction from the math interventionist. Progress is reported via Focus, the online gradebook/ student management system, progress monitoring plans, and parent conferences. Parents, students, teachers, and staff have access to all progress monitoring and score reports in Focus

#### **Rationale:**

The rationale for selecting this strategy is that it is a part of the continuous improvement model and feedback loop to evaluate effectiveness of intervention implementation. Planning, implementation, interventions, and monitoring are conducted on a consistent basis to maintain effective student learning. State approved core curriculum are all utilized with fidelity including common assessments across the system in order to gauge progress in each class.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **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**

Enhance data-driven collaboration and instructional coaching

**Person Monitoring:**

Sean Chance, Channale Augustin, Michael Castellano

**By When/Frequency:**

ongoing

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

We will conduct regular grade-level data chats to identify trends, adjust instruction, and share effective strategies for accelerating learning gains. Instructional coaches will provide support through modeling lessons and feedback cycles focused on math discourse and problem-solving strategies. Administration and support staff will monitor professional learning communities and student growth data.

**Action Step #2**

Implement Targeted Small-Group and Differentiated Interventions

**Person Monitoring:**

Carmen Echeverry, Sigried Palau, Diane Morrison

**By When/Frequency:**

ongoing

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

Teachers will utilize ongoing progress monitoring data (FAST, i-ready, classroom assessments) to identify students in need of reteaching or enrichment. Teachers and interventionists will provide small-group instruction targeting specific skill deficits or enrichment for students ready to advance. MTSS documentation and student progress data will be reviewed frequently.

## IV. Positive Learning Environment

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**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.

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PPCES grades K–5 is committed to integrating a streamlined Positive Behavior and Intervention System (PBIS) in order to increase student engagement and diminish key variables identified in the Early Warning Systems (EWS). Using the digital positive behavior badges/tickets in FOCUS, along with other competitions and rewards, PPCES has created a framework designed to foster a positive culture and a supportive learning environment for our diverse community. Data from the 2023–2024 school year revealed rising suspension rates, attendance issues, and many students facing

significant reading challenges. Analyzing this data highlighted the need to evaluate our PBIS approach to effectively reduce inappropriate behaviors, enhance resilience, and develop character and confidence—all aimed at improving academic achievement. During the 2024–2025 school year, the implementation of targeted PBIS initiatives, staff reinforcement strategies, and student recognition systems resulted in measurable progress. Suspensions decreased from 33 in 2023–2024 to 8 in 2024–2025, representing a 75.8% reduction. Student absences declined from 196 to 175, a 10.7% decrease. These data points demonstrate that our continued focus on positive reinforcement and consistent expectations is contributing to improved behavior, attendance, and overall school culture.

### **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.

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By May 2026, the number of students, grades K-5, who miss 10% or more of the school year will decline from 175 to 160, continuing with the current trend of reducing chronic absenteeism.

### **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 Leadership Team which includes administration, curriculum, guidance, RTI coordinators, ESE directors, and team leads, will monitor multiple data points, in the FOCUS portal for application of implemented PBIS awards as well as increased student attendance. Ongoing monitoring will be included in data chats, PLCs and leadership meetings.

### **Person responsible for monitoring outcome**

Sean Chance, Channale Augustin, Michael Castellano

### **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:**

The Early Warning System (EWS) is a structured method employed by school staff to identify students who may be at risk of not graduating on time. This system helps assign appropriate interventions and track students' progress. The key indicators used to pinpoint at-risk students include engagement (attendance), behavior (suspension), and academic performance (grades).

#### **Rationale:**

The EWS model is designed to help schools efficiently use data to identify the at-risk population and provide targeted support. Thus, it strengthens student persistence and progress in school and ultimately improves academic performance.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

**Rationale:**

**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**

Recognition PBIS Program

**Person Monitoring:**

Principal

**By When/Frequency:**

Quarterly

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

Students and staff can earn Positive Focus Badges/tickets from any employee recognizing academic, behavior, and character performance. Based upon badges earned along with other class and school incentives, the principal will acknowledge the monthly winners and provide rewards such as treats, early lunches, outdoor classroom privileges, homework passes, and more. The leadership team will meet monthly to discuss the program's impact from meetings or feedback from key stakeholders. The objective is to improve school culture by decreasing disruptive student behaviors in order to increase student engagement and academic achievement.

**Action Step #2**

**Person Monitoring:**

**By When/Frequency:**

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

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered



## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00