

Broward County Public Schools

CITY/PEMBROKE PINES CHARTER HS



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

The Pembroke Pines Charter Community will provide a challenging educational foundation to prepare students for college success and responsible citizenship.

Provide the school's vision statement

Pembroke Pines Charter Schools in collaboration with students, parents, and the community, endeavor to create a challenging and supportive organization of lifelong learners. It is our vision to actively engage in a continuous process of intellectual, emotional and social growth that is unified in direction, yet diverse in approach and instruction.

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

Bayer, Peter

Pbayer@pinescharter.net

Position Title

Principal

Job Duties and Responsibilities

Serves as the instructional and administrative leader of the school, responsible for creating a safe, effective, and supportive learning environment for students, staff, and families.

Leadership Team Member #2

Employee's Name

Moses, Pearl

pmoses@pinescharter.net

Position Title

Director of School Counseling

Job Duties and Responsibilities

Manage team of 5 School Counselors to support the social-emotional health of students in grades 6-12. Monitor and support students academic progress.

Leadership Team Member #3

Employee's Name

Jennilee Abolafia

jabolafia@pinescharter.net

Position Title

School Counselor

Job Duties and Responsibilities

Middle School Student Counselor (Certified School Psychologist). Support the Life Skills/Wellness and College/Career Readiness of 6-8 students to assist them with the transition to the co-located high school.

Leadership Team Member #4

Employee's Name

Clarel Salazar

csalazar@pinescharter.net

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Ms. Salazar designs, reviews, and aligns instructional programs to meet district, state, and national standards while ensuring they address the diverse needs of all students. She provides professional development, coaching, and resources to support teachers in implementing effective instructional strategies. Additionally, Ms. Salazar analyzes student performance data to guide instructional decisions, monitors curriculum implementation, and promotes continuous improvement in teaching and learning.

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 stakeholder 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 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 Academic Village 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 students at the Academic Village 6-12 campus. Guidance, ESE, Curriculum, Department Heads 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. 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

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	29.8%
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	102	98	300
Absent 10% or more school days							5	0	0	5
One or more suspensions							0	2	3	5
Course failure in English Language Arts (ELA)							0	0	1	1
Course failure in Math							0	0	4	4
Level 1 on statewide ELA assessment							2	0	1	3
Level 1 on statewide Math assessment							0	4	1	5
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	0	0	0
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

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

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
Students retained two or more times							0	0	0	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							9	7	4	20
One or more suspensions							2		1	3
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment							2	1		3
Level 1 on statewide Math assessment							4	1	3	8
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		1	2

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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	495	472	454	444	1,865
Absent 10% or more school days	47	53	83	103	286
One or more suspensions	1	3	10	8	22
Course failure in English Language Arts (ELA)	0	4	11	26	41
Course failure in Math	0	5	16	37	58
Level 1 on statewide ELA assessment	11	24	25	32	92
Level 1 on statewide Algebra assessment	6	11	17	34	68

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
	9	10	11	12	
Students with two or more indicators	1	8	22	21	52

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
	9	10	11	12	
Absent 10% or more school days	47	72	115	175	409
One or more suspensions	29	14	9	17	69
Course failure in English Language Arts (ELA)	3	15	9	21	48
Course failure in Math	10	2	21	32	65
Level 1 on statewide ELA assessment	16	32	35	53	136
Level 1 on statewide Algebra assessment	11	21	39	50	121

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
	9	10	11	12	
Students with two or more indicators	20	24	40	70	154

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
	9	10	11	12	
Retained students: current year					0
Students retained two or more times		6	2	5	13

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*	82	62	59	77	57	55	70	50	50
Grade 3 ELA Achievement									
ELA Learning Gains	63	59	58	62	59	57			
ELA Lowest 25th Percentile	64	59	56	56	57	55			
Math Achievement*	78	55	49	61	47	45	64	36	38
Math Learning Gains	61	53	47	51	50	47			
Math Lowest 25th Percentile	66	59	49	46	57	49			
Science Achievement	85	74	72	79	66	68	77	60	64
Social Studies Achievement*	78	81	75	73	74	71	74	66	66
Graduation Rate	99	92	92	100	92	90	99	90	89
Middle School Acceleration	83			75			80		
College and Career Acceleration	66	71	69	64	62	67	65	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	33	53	52		50	49	51	50	45

*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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	858
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	68%	76%	71%	66%		73%

* 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	58%	No		
English Language Learners	68%	No		
Asian Students	85%	No		
Black/African American Students	70%	No		
Hispanic Students	72%	No		
Multiracial Students	73%	No		
White Students	75%	No		
Economically Disadvantaged Students	71%	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	82%		63%	64%	78%	61%	66%	85%	78%	83%	99%	66%	33%
Students With Disabilities	54%		54%	57%	59%	52%	55%	63%	69%	57%	100%	22%	
English Language Learners	73%		62%	65%	81%	74%	82%	64%			92%	55%	33%
Asian Students	93%		72%	79%	93%	66%		87%	92%		100%	80%	
Black/African American Students	78%		61%	61%	73%	57%	67%	82%	74%	63%	98%	54%	
Hispanic Students	82%		65%	63%	79%	62%	63%	85%	76%	88%	99%	69%	30%
Multiracial Students	83%		56%	70%	76%	68%	80%	80%					
White Students	81%		59%	64%	78%	58%	70%	86%	85%	80%	100%	68%	
Economically Disadvantaged Students	78%		62%	59%	73%	56%	65%	78%	73%	80%	98%	56%	
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 PROGR
All Students	77%		62%	56%	61%	51%	46%	79%	73%	75%	100%	64%	
Students With Disabilities	44%		49%	44%	35%	44%	45%	55%	46%	50%	100%	23%	
English Language Learners	63%		59%	53%	53%	41%	36%	64%					
Asian Students	89%		68%	65%	83%	68%		86%	100%	93%	100%	86%	
Black/African American Students	72%		62%	58%	53%	47%	42%	78%	73%	67%	100%	45%	
Hispanic Students	75%		60%	51%	60%	52%	49%	77%	72%	75%	100%	65%	
Multiracial Students	79%		53%		48%	38%		85%			100%	90%	
White Students	79%		66%	68%	68%	49%	48%	75%	69%	71%	100%	69%	
Economically Disadvantaged Students	68%		57%	51%	52%	47%	43%	68%	66%	71%	100%	58%	

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	70%				64%			77%	74%	80%	99%	65%	51%
Students With Disabilities	34%				38%			51%	54%	60%	97%	32%	
English Language Learners	53%				55%			45%					
Asian Students	87%				89%			94%	83%	100%	100%	76%	
Black/African American Students	66%				52%			76%	69%	64%	99%	53%	
Hispanic Students	68%				63%			73%	74%	78%	99%	67%	
Multiracial Students	78%				71%			70%	60%				
White Students	68%				70%			88%	78%	85%	100%	68%	
Economically Disadvantaged Students	60%				52%			67%	66%	71%	100%	52%	

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	10	76%	61%	15%	58%	18%
ELA	6	84%	65%	19%	60%	24%
ELA	7	93%	60%	33%	57%	36%
ELA	8	96%	59%	37%	55%	41%
ELA	9	83%	58%	25%	56%	27%
Math	6	89%	63%	26%	60%	29%
Math	7	82%	59%	23%	50%	32%
Math	8	100%	47%	53%	57%	43%
Science	8	76%	45%	31%	49%	27%
Civics		100%	72%	28%	71%	29%
Biology		86%	77%	9%	71%	15%
Algebra		70%	61%	9%	54%	16%
Geometry		79%	60%	19%	54%	25%
History		67%	76%	-9%	71%	-4%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		47%	24%	23%	16%	31%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		35%	25%	10%	18%	17%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

The data component that has the most improvement based on our historical data is Mathematics, specifically 8th grade math, Algebra 1, and Geometry. For example, according to the 2025 Spring FAST 8th grade math exam, 100% of students were proficient as compared to only 65% in the Spring assessment of 2024. The 2025 Spring Algebra 1 EOC exam indicates that 70% of students were proficient as compared to 48% in the Spring assessment of 2024. The 2025 Spring Geometry EOC exam indicates that 79% of students were proficient as compared to 56% in the Spring assessment of 2024.

Students who performed at Level 1 or 2 in any middle school mathematics course, Algebra 1, or Geometry, as measured by the 2024 FAST math or prior Algebra 1 EOC, received tiered interventions through IXL. The program provided real-time diagnostics three times per year to monitor proficiency and growth in key math strands. Teachers used this data to deliver targeted small-group instruction aligned with math standards, and student progress was tracked through data chats and the MTSS process. Curriculum specialists, ESE support staff, and administrators participated in professional learning communities focused on data analysis and the implementation of math interventions.

Lowest Performance

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

According to the 2025 Spring results, the student achievement data in History was the lowest with 67% of students proficient. Although this is a 2% increase from our school's Spring 2024 results, our scores indicate performance 9% below the District and 4% below the State.

The percent of 11th grade students enrolled in AP and AICE History courses has increased over the last two school years, rising from 42% (189/449 students) in 2023–2024 to 53% (248/460 students) in 2024–2025. While this growth reflects increased access to rigorous, college-level coursework, it has

resulted in a corresponding decrease in the number of students enrolled in standard U.S. History courses. This shift in enrollment has implications for instructional planning and student achievement, as it changes the composition of the student population in U.S. History classes. Maintaining high proficiency levels in these courses requires intentional strategies to address the needs of a smaller, yet diverse group of students while sustaining rigorous academic expectations.

Greatest Decline

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

According to the 2025 grade 7 FAST Math results, student achievement data had the greatest decline from 91% proficient in 23-24 school year to 82% proficient in 24-25 school year. Over the last several years PPCHS has increased the number of seventh grade students taking high school Algebra 1 coursework. While this has increased our middle school acceleration opportunities, it has decreased the number of highly proficient students taking the grade 7 math exams.

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.

The data component that has the greatest gap when compared to the state average is 8th grade mathematics. Pembroke Pines Charter High School achievement percentage was 100 and the State of Florida's achievement was 57%. The gap in achievement can be attributed to various reasons. Through Professional Learning Communities, teachers targeted areas of improvement. Teachers used this data to deliver targeted small-group instruction aligned with math standards, and student progress was tracked through data chats and the MTSS process. Curriculum specialists, ESE support staff, and administrators participated in professional learning communities focused on data analysis and the implementation of math interventions.

EWS Areas of Concern

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

Based on the EWS data, an area of concern is the number of students, specifically 12th grade, that are absent 10% or more school days.

Highest Priorities

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

Our highest priorities are to increase EOC scores for the high school history course and continue to

focus on our ESE subgroup across all content areas.

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 Social Studies

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.

According to the 2025 Spring results, the student achievement data in History was the lowest with 67% of students proficient. Although this is a 2% increase from our school's Spring 2024 results, our scores indicate performance 9% below the District and 4% below the State.

High school history instruction directly supports students' development of critical thinking, reading comprehension, and evidence-based writing skills. By engaging with primary and secondary sources, students learn to analyze complex texts, evaluate multiple perspectives, and construct well-reasoned arguments. These skills are foundational not only to success in social studies but also to overall academic achievement, literacy growth, and civic engagement.

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 the end of the school year, the percentage of students achieving proficiency or higher on the History EOC will increase by 10%, as measured by standardized state test results.

Monitoring

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

Review of formative and summative assessment data each quarter.

Analysis of student writing samples using a common rubric for historical reasoning.

PLC data discussions and instructional adjustments based on student performance trends.

Administrative walkthroughs and lesson plan reviews to monitor implementation of literacy strategies in history instruction.

Midyear and end-of-year data reviews to measure progress toward proficiency goals.

Person responsible for monitoring outcome

Clarel Salazar

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:

Literacy Integration: Incorporate structured reading and writing strategies (e.g., analysis of primary sources, text-dependent questioning, and argumentative writing) within history lessons. Professional Learning: Provide targeted professional development for history teachers focused on historical reasoning, document-based instruction, and use of disciplinary literacy strategies. Collaborative Planning: Implement Professional Learning Community (PLC) sessions where teachers analyze student work, review data, and adjust instruction to meet identified needs.

Rationale:

Research supports the use of structured literacy practices, disciplinary reading strategies, and document-based writing instruction as effective methods for improving comprehension and critical thinking in social studies. By implementing evidence-based interventions such as close reading routines, scaffolded document analysis, and targeted writing support, teachers can provide explicit instruction that strengthens students' ability to think critically, evaluate historical sources, and communicate understanding effectively.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Data Chat and MTSS

Person Monitoring:

Clarel Salazar

By When/Frequency:

November, February, May

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

Students will participate in targeted instructions guided by small group teacher instruction and peer tutoring. Through data chats and MTSS the students' progress will be monitored.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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 FLDOE 2024–2025 end-of-year assessment data for PPCHS shows that the Students with Disabilities (SWD) subgroup continues to make measurable gains in achievement. Most notably, the subgroup's Federal Percent of Points (FPP) index increased from 49% in 2023–2024 to 58% in 2024–2025, reflecting a 9% overall improvement. While this progress is encouraging, data from 2023 indicates continued gaps, with the SWD subgroup scoring 54% in ELA achievement and 59% in Math achievement. These findings highlight the ongoing need to provide targeted instructional strategies and supports to further close achievement gaps for this subgroup.

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 the end of the school year, the Students with Disabilities (SWD) subgroup's Federal Percent of Points (FPP) index will increase from a 58% to a 61% or higher, reflecting a 3% increase.

Monitoring

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

To ensure continued improvement and foster a positive, inclusive environment, ESE teachers will participate in data chats and Professional Learning Communities (PLCs) to analyze performance data, identify trends, and share targeted strategies. Additionally, general education teachers will be invited to IEP meetings to collaboratively develop goals that address both academic and behavioral growth. This partnership approach reinforces a culture of shared responsibility and promotes effective, evidence-based interventions to sustain and accelerate gains for SWD students.

Person responsible for monitoring outcome

Peter Bayer, Principal and Dana Ostendorf, ESE Specialist

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 curriculum selected to support the SWD subgroup being implemented in ELA and Reading for grades 6-8 Tier 1 is Into Lit and iReady, Tier II is Read 180 and Tier III is The Code. In math for grades 6-8, the Tier I curriculum is Savass, Tier II is IXL, and Tier III is strategic skill

instruction in small groups using Savass and IXL strategic lessons. The evidence-based curriculum selected to support the SWD subgroup being implemented in ELA and Reading for grades 9-10 Tier 1 is McGraw Hill Study Sync, Tier 2 Read180, Tier 3 is The Code. The evidence-based curriculum selected to support the SWD subgroup being implemented in grades 11-12 is Pearson Literature Florida (11th and 12th), Tier II is IXL and Tier III is strategic skill instruction in small groups. In math for grades 9-12, the Tier I curriculum is Savass, Tier II is IXL, and Tier III is strategic skill instruction in small groups using Savass and IXL strategic lessons. Student participate in Tier II interventions on a weekly basis with weekly monitoring by classroom teachers and ESE facilitators. Progress is reported via Focus, the online gradebook/ student management system, 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 departments in order to gauge progress in each class. Progress monitoring tools include the Florida Assessment of Student Learning (FAST), i-Ready, IXL, NWEA MAP Growth, and common formative assessments (CFA). The formal campus progress monitoring timeline occurs three times a school year, in the beginning of the year with baseline data, midyear review evaluating progress towards multiple data points in Semester 1, and an end of the year data review to review progress towards goals and to gather feedback and reflect about the process and procedure.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Data chats and progress monitoring of interventions

Person Monitoring:

Curriculum Specialist and subject area administrator

By When/Frequency:

September, January, May

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

ESE Facilitators will participate in Reading, Math, and History data chats with teachers, students, and administration. ESE facilitators will monitor reading and math progress using approved monitoring tools (iReady, FAST, Read 180, IXL). Content area teachers will be included ESE in common planning opportunities to prepare for ESE push in support. ESE facilitators will use the comment feature in Focus to record intervention used on classroom tasks and assessments according to IEP accommodations. Content area teachers and ESE teachers will attend parent teacher conferences for ESE students . Content area teachers and ESE teachers will attend intervention curriculum PD as assigned.

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.

Positive Behavioral Interventions and Supports (PBIS), aptly named Life Skills and Wellness (LSW), fosters life skills that build confidence and support mental and emotional health, enabling students to overcome challenges and thrive as they prepare for the 21st-century workplace. The LSW initiative promotes whole-child-centered support services, helping students succeed academically while building employability skills and resiliency. The 2023-2024 data demonstrates an increase in the number of students absent 10% or more days. Additionally, although a decrease in the number of suspensions is noted, PPCS continues its effort to decrease suspensions overall.

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 2026, the number of students absent 10% or more day will decrease from 291 to 250. By May 2026, the number of student behavior suspensions will decrease from 27 to 20.

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.

School counselors, Student Assistance Program director and mental health therapists will monitor the students' engagement in the Life Skills Wellness lessons provided through the RethinkED platform. Small group interventions as well as individualized mental health sessions will be offered to at-risk students. Monthly team meetings will ensure that the students are actively participating in these activities, increasing academic engagement in all courses.

Person responsible for monitoring outcome

Pearl Moses

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:

All students receive Tier 1 foundational strategies and interventions through the weekly Life Skills and Wellness program. Students identified as at-risk through the RethinkEd survey and/or administrative/counselor referral will be provided with additional supports via small-group instruction (tier 2) or one-to-one mental health support (tier 3).

Rationale:

Rethink SEL helps students develop self-awareness, self-management, responsible decision-making, relationships skills, and social awareness skills. Small group and one-to-one weekly meetings increase student social-emotional functioning and increases overall academic engagement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Life Skills and Wellness activities utilizing RethinkED platform.

Person Monitoring:

Idania Perez

By When/Frequency:

Monthly

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

Weekly universal lessons provided to all students during homeroom. At-risk students participate in small-group targeted lessons. Students requiring tier 3, intensive strategies will meet weekly with Student Assistance Program mental health therapists. Monthly administrative/counseling meeting will review student progress.

V. Title I Requirements (optional)

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.

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)).

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)).

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)).

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)).

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)).

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)).

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)).

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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.

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).

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