

Broward County Public Schools

CITY/PEMBROKE PINES CHARTER MIDDLE 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

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

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

Empowering Students for the Possibilities of Tomorrow!

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Michael Castellano

mcastellano@pinescharter.net

Position Title

Principal

Job Duties and Responsibilities

The PPCMS leadership team consisting of administration, guidance, and curriculum provides direction, instructions, 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, common direction, and organizational development and improvement initiatives that lead to school improvement and student academic achievement. Michael Castellano, and Sean Chance are the principals of Pembroke Pines Charter Middle School for the West Campus and Central Campus respectively.

They meet regularly with the assistant principals, curriculum specialists, guidance counselors, teachers, and staff to discuss curriculum and instruction, day-to-day operations, safety protocols, and policies to improve the school. 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. There are also forums, websites, and newsletters that are available to the public. Additionally, the principals are responsible for the allocation and disbursement of budgetary finances to ensure all students receive an equitable education and that a clean, safe, and orderly environment is accessible to all stakeholders.

Alan Pfau and Dr. Maria Garcia are the assistant principals of the West Campus and Central Campus 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 Student Association (PTSA) 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.

Deidra Blackburn and Jill Bear are the school counselors for the West 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 a comprehensive annual guidance plan. The counselors oversee the Character Education program, Anti-bullying program, College and Career Readiness, and the Life Skills and Wellness curriculum.

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. Our counselors coordinate the new FLDOE FAST Math and Reading administrations for progress monitoring.

Cynthia Adorno and Keren Surowitz are the curriculum specialists for the Central Campus and West Campus respectively. The curriculum specialists disaggregate and analyze the school's 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 the 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, i-Ready, Ed Learning, Canvas, Planbook, Savvas, Read 180, and HMH.

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.

The School Improvement Plan (SIP) is a key component of our continuous improvement process, focused on addressing learners' experiences and needs. Each year, the leadership team collaborates with instructional support teams to develop and guide the campus SIP. These plans serve as essential tools for reviewing data, setting goals, creating action plans, and monitoring progress. As a living document, the SIP supports decision-making and improvement efforts system-wide, as reflected in our annual submissions.

SIPs are shared with all stakeholders, including teachers, parents, students, and staff. To foster greater engagement in the development of SIPs, school leaders have expanded outreach to the target audience. Feedback is gathered through student surveys, PTSA meetings, and the School Advisory Board, allowing the leadership team to amend the SIP as needed to reflect campus-wide improvement initiatives.

Each year, the SIP is presented to the School Advisory Board for public discussion and final approval. Plans and board meeting notes are available 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 5081 School Improvement Plan (SIP) will be regularly monitored to ensure effective

implementation and its impact on increasing student achievement, particularly for those with the greatest achievement gaps in meeting the State's academic standards. The process involves systemic collaboration and oversight, beginning with the School Advisory Board, which annually approves SIP plans after receiving input from system administrators and campus leadership teams. The 15-member Charter Elementary/Middle School Advisory Board meets monthly to review school policies and procedures, offering recommendations to enhance the education of the City's charter students.

Key stakeholders, including School Counselors, ESE, Curriculum, Department Chairs, site-based administrators, parents, and students contribute to the ongoing monitoring of school-wide and ESSA subgroup ESE

goals. Professional Learning Community (PLC) goals are created based on school-wide student achievement data, with each department tracking progress towards literacy and content-specific PLC targets.

Midyear assessments, such as iReady diagnostics for reading and math, and FAST 2 progress monitoring, play a vital role in instructional planning. At this point, timelines and action steps within the SIP may be adjusted to better support student progress. Additional assessments, including Civics and 8th-grade Science diagnostic scores, guide content area teachers in refining their instructional focus.

All tested area content teachers and ESE support facilitators participate in formal data reviews (data chats) three times per year with administrators, guidance staff, and curriculum leaders. ESE Support Facilitators monitor the achievement of students with disabilities (SWD) based on Individualized Education Plan (IEP) indicators. Throughout the year, SWD students are evaluated based on their Present Level of Performance (PLP) to assess progress towards personalized goals, and adjustments to classroom accommodations are made as needed.

Administrators conduct evaluative classroom observations, providing additional data to inform SIP implementation. Teacher feedback, alongside deliberate planning with ESE facilitators, ensures ongoing monitoring and targeted support for students with the greatest achievement gaps.

Continuous improvement remains the overarching goal throughout the system, with the SIP revised as necessary to maintain forward progress.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	37.6%
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							453	459	450	1,362
Absent 10% or more school days							25	26	44	95
One or more suspensions							0	2	2	4
Course failure in English Language Arts (ELA)							0	5	14	19
Course failure in Math							0	5	11	16
Level 1 on statewide ELA assessment							16	5	10	31
Level 1 on statewide Math assessment							10	11	12	33
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							6	4	13	23

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							1	4	0	5

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							41	28	33	102
One or more suspensions							15	17	36	68
Course failure in English Language Arts (ELA)								6	5	11
Course failure in Math								4	27	31
Level 1 on statewide ELA assessment							19	10	28	57
Level 1 on statewide Math assessment							19	11	18	48
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							17	7	22	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							1	1	2	4
Students retained two or more times							4		1	5

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*	86	64	58	80	58	53	77	53	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	75	62	59	70	59	56			
ELA Lowest 25th Percentile	74	54	52	64	52	50			
Math Achievement*	91	67	63	86	61	60	80	56	56
Math Learning Gains	81	64	62	77	63	62			
Math Lowest 25th Percentile	79	58	57	72	58	60			
Science Achievement	74	60	54	67	54	51	64	50	49
Social Studies Achievement*	93	75	73	92	71	70	89	67	68
Graduation Rate									
Middle School Acceleration	69	82	77	70	76	74	74	70	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	53		50	49	72	42	40	

*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	80%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	722
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
80%	75%	77%	72%	61%		74%

* 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	60%	No		
English Language Learners	71%	No		
Asian Students	93%	No		
Black/African American Students	78%	No		
Hispanic Students	78%	No		
Multiracial Students	80%	No		
White Students	83%	No		
Economically Disadvantaged Students	76%	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													21/2025	
	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	86%		75%	74%	91%	81%	79%	74%	93%	69%				
Students With Disabilities	58%		66%	67%	66%	71%	64%	39%	74%	34%				
English Language Learners	70%		78%	81%	85%	81%	76%	44%	74%	50%				
Asian Students	96%		83%	100%	98%	89%	92%	93%	97%	90%				
Black/African American Students	83%		75%	70%	91%	84%	85%	66%	92%	55%				
Hispanic Students	85%		73%	73%	89%	78%	76%	72%	92%	67%				
Multiracial Students	91%		84%	67%	86%	76%	73%	83%	92%	71%				
White Students	92%		73%	73%	95%	86%	76%	81%	96%	76%				
Economically Disadvantaged Students	82%		74%	73%	87%	79%	76%	62%	93%	57%				

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%		70%	64%	86%	77%	72%	67%	92%	70%			
Students With Disabilities	43%		57%	54%	55%	67%	64%	18%	74%	30%			
English Language Learners	59%		60%	53%	76%	73%	71%	43%	79%	50%			
Asian Students	89%		74%	50%	97%	87%	80%	85%	95%	87%			
Black/African American Students	80%		75%	71%	83%	77%	67%	59%	92%	65%			
Hispanic Students	79%		68%	63%	86%	76%	75%	65%	92%	66%			
Multiracial Students	83%		70%	58%	90%	78%	55%	83%	96%	88%			
White Students	80%		66%	63%	87%	76%	74%	68%	92%	68%			
Economically Disadvantaged Students	73%		69%	63%	81%	74%	68%	56%	91%	60%			

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	77%				80%			64%	89%	74%			72%
Students With Disabilities	37%				42%			21%	55%	47%			
English Language Learners	55%				73%			56%	97%	77%			
Asian Students	88%				94%			82%	98%	85%			
Black/African American Students	77%				77%			53%	90%	66%			
Hispanic Students	75%				79%			64%	88%	78%			
Multiracial Students	86%				85%			73%	100%	70%			
White Students	72%				80%			60%	83%	63%			
Economically Disadvantaged Students	70%				74%			51%	82%	66%			

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	6	88%	65%	23%	60%	28%
ELA	7	87%	60%	27%	57%	30%
ELA	8	85%	59%	26%	55%	30%
Math	6	90%	63%	27%	60%	30%
Math	7	88%	59%	29%	50%	38%
Math	8	85%	47%	38%	57%	28%
Science	8	66%	45%	21%	49%	17%
Civics		93%	72%	21%	71%	22%
Biology		100%	77%	23%	71%	29%
Algebra		100%	61%	39%	54%	46%
Geometry		100%	60%	40%	54%	46%

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 area showing the most significant improvement based on our historical data is the grades 6-8 ELA Lowest 25th Percentile. Our students are demonstrating strong proficiency gains, particularly when compared to the state average. For instance, the 2025 Spring FAST ELA exam for grades 6-8 showed 74% of our students demonstrating learning gains, a substantial lead over the state's 52% learning gains. This progress builds on the previous year's performance, where the 2024 Spring FAST ELA exam indicated 64% of our students demonstrated learning gains, exceeding the state's 50%. (Note: Learning gains were not calculated in 2023). In the classroom, performance was boosted through targeted support, which included the strategic use of small groups for both remediation and enrichment, augmented by continuous guidance from a dedicated reading coach and department head. Beyond the regular school day, we expanded learning opportunities through extended support. Our ELA students are invited to an optional after-school ELA skill camp. The instructional focus for this camp is highly personalized, following a calendar developed directly from the specific skill needs identified through our school-wide iReady and FAST progress monitoring assessments.

Lowest Performance

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

The performance in Middle School Acceleration is a current area of concern, showing a downward trend. Our most recent data indicates that the proficiency rate for acceleration courses is 69%, representing a slight decline from the previous year's rate of 70% in 2024. This continues a multi-year decrease, as the proficiency rate was higher at 74% in 2023.

This decline in our Middle School Acceleration proficiency is not isolated; it correlates with specific strategic and programmatic shifts within the school environment. These factors have likely changed the composition of the student cohort taking the high-stakes acceleration exams, thus influencing the resulting 69% proficiency rate.

One key programmatic change was the loss of CTE certifications previously offered at the middle school level. These certifications provided a valuable pathway and a measurable, early career achievement that often motivated high-performing students. The removal of these tangible goals may

have reduced the incentive for some academically capable students to prioritize maximum course acceleration.

A more significant contributing factor involves a strategic shift in how we guide our Level 3 (Proficient) students in Math. Recognizing the need for deeper foundational mastery before committing to high school-level coursework, many Level 3 students are placed to ensure they receive the maximum understanding and targeted support required for long-term success, prioritizing depth over speed. While this approach is expected to reduce achievement gaps and prevent burnout in the long run, it has an immediate effect on the reported 69% proficiency rate.

Greatest Decline

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

The most significant decline observed for the 2024-2025 school year was in the achievement data for our Multiracial learners in Math proficiency. The Multiracial subgroup's proficiency rate dropped from 90% proficiency in 2023-2024 to 86% proficiency in 2024-2025. While still a high level of proficiency, this four-percentage-point decline warrants close attention to identify the specific instructional or support factors that contributed to the regression.

The decline in Math, indicates a need for targeted analysis and intervention for this subgroup to ensure sustained, upward academic progress.

While overall math achievement was notably high at 91%, the highest in some categories, multicultural students showed the greatest decline in achievement, dropping by 4%. The high overall achievement (91%) sets a very high bar. The decline could represent that the strategies used to push all students toward the top may not be sustainable or effective for this particular subgroup.

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 reveals the most significant positive achievement gap is the remarkable performance of PPCS Middle students in the rigorous courses of 7th and 8th Grade Algebra I Honors and 8th Grade Geometry I Honors. In both advanced mathematics courses, PPCS Middle achieved an outstanding 100% proficiency rate. This creates a substantial 46 percentage point advantage over the Florida State proficiency average of 54% in Algebra I and a similar 46 percentage point advantage over the State's 54% proficiency in Geometry. This sustained, high-level achievement is a testament to several factors, beginning with the school's demographics and student population, which consistently trend higher in student aptitude than their peers in Broward County Schools, as evidenced by longitudinal data demonstrating strength in algebraic, geometric, and measurement reasoning. Beyond student ability, the school strengthens these skills through a robust system of support, including participation in varied enrichment math clubs and math projects which reinforce

classroom learning. Furthermore, students benefit from targeted academic support via free, after-school tutoring in mathematics, which is provided by highly qualified instructional staff. The curriculum for these essential tutoring sessions utilizes state-approved resources and is strategically aligned to support the specific End-of-Course (EOC) math domains required for 7th and 8th grade students, ensuring comprehensive preparation and success.

EWS Areas of Concern

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

Based on the data from the Early Warning System (EWS), a critical concern exists regarding the foundational skills of a portion of the middle school student body (grades 6–8). Specifically, 4% of middle school students are identified as Level 1 readers, and an additional 4% are classified as Level 1 mathematics students.

This designation signifies that these students are functioning in reading comprehension and mathematical computation at a proficiency level that is two or more years below their current enrolled grade level. Students exhibiting consistent performance below grade-level expectations typically present with significant deficiencies in foundational skills, which consequently contributes to greater academic difficulty across all content areas when compared to their grade-level peers.

To strategically address this deficit, PPCS 5081 is implementing two key interventions: Reading and Comprehension Support and Tier 3 Math Intervention. We are focusing on enhancing the instructional capacity of content area teachers by providing them with additional training and resources to better integrate reading strategies and comprehension support into their daily lessons for this vulnerable population. I-Ready Pro is also supplementing foundational skills within the program. Math coaches are directly engaging small groups of Level 1 mathematics students to deliver targeted Tier 3 lessons and intensive interventions. These sessions utilize materials specifically drawn from the core approved Savvas curriculum and the supplemental IXL program, ensuring alignment and depth in addressing the identified mathematical skill gaps.

Highest Priorities

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

For the 2025–2026 school year, our school will focus its strategic efforts on two core initiatives to significantly boost student achievement. Our most critical priority involves dedicated attention to the Multiracial Learner subgroup across all academic disciplines, aiming to ensure this group makes progress in both content mastery and skill development. We also continue to specifically target and intensify efforts to increase Science achievement data among our 8th grade 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 Science

Area of Focus Description and Rationale

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

Science remains a dedicated area of focus for PPCS middle schools this year. Our proficiency rate has already improved to 74%, but we are committed to further growth.

To achieve this, we will continue to utilize the comprehensive McGraw-Hill Florida Science curriculum and Everglades 6-8 Next Generation Florida Science Standards curriculum. This ensures a stronger, more cohesive understanding of foundational scientific concepts across grades 6 to 8 and guarantees that each grade level thoroughly reviews the standards assessed on the cumulative Grade 8 FSSA. This initiative is designed to address and close the instructional gaps identified by prior data. Science proficiency was our lowest among tested subjects in 2024 at 67% (despite a small increase from 64% in 2023), clearly highlighting the need to enhance student learning and preparation for high school and beyond.

Measurable Outcome

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

By May 2026, PPCS Middle School students grade 8 will increase FSSA Science proficiency scores from 74% to 77%.

Monitoring

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

This year, science remains a dedicated area of focus for PPCS middle schools. We are encouraged by the fact that 74% of our students currently achieve proficiency, demonstrating progress on a need that was identified as crucial after 2024 data showed science had the lowest proficiency rate (67%, up from 64% in 2023). To build upon this momentum, we are continuing the strategic use of the McGraw-Hill Florida Science curriculum across grades 6 to 8 as well as the Everglades 6-8 Next Generation Florida Science Standards Curriculum. This ensures a stronger, more cohesive understanding of

foundational scientific concepts and guarantees that each grade level thoroughly reviews the standards assessed on the cumulative Grade 8 FSSA. This initiative is key to closing the instructional gaps that previously existed due to a compartmentalized curriculum, thereby enhancing student proficiency and better preparing them for high school and beyond.

To significantly increase student achievement in science, progress monitoring will be conducted through a layered system of continuous assessment and data analysis. Regular formative assessments—such as quizzes and exit tickets—will provide immediate feedback to allow for timely adjustments in instruction and address misconceptions right away. These will be supplemented by benchmark assessments at the end of each grading period, serving as crucial checkpoints to measure growth against expected standards and identify areas needing focused remediation before standardized testing. Instructional leaders, teachers, and students will participate in regular data analysis meetings to ensure teaching practices are fully aligned with our achievement goals.

Furthermore, teachers will continue to receive targeted professional development on effective science instruction and curriculum use. This proactive and continuous monitoring ensures that instruction is responsive to student needs, aligning with standards and allowing us to address knowledge gaps before they become significant barriers to learning, thereby supporting continuous growth throughout the year.

Person responsible for monitoring outcome

Leadership Team

Evidence-based Intervention:

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

Description of Intervention #1:

The chosen evidence-based curriculum program supporting our focus on improving middle school science achievement is McGraw Hill Comprehensive Science and Everglades 6-8 Next Generation Florida Science Standards Curriculum, which is being implemented in all science classes. To ensure all students succeed, a multi-tiered system of support is in place: Tier II monitoring involves using supplementary digital resources like IXL and Study Island Science lessons to deliver personalized instruction, while Tier III students receive intensive interventions through data-based small group instruction directly from the teacher. All student progress is transparently reported via Focus, our online gradebook and student management system. This ensures that parents, students, teachers, and staff all have immediate and shared access to all progress monitoring data and score reports.

Rationale:

The selection of this strategy is based on its role as a crucial part of our continuous improvement model and feedback loop, allowing us to constantly evaluate the effectiveness of all intervention implementations. To ensure consistent and effective student learning, the process operates continuously, encompassing planning, implementation, interventions, and ongoing monitoring. Furthermore, we maintain instructional integrity by utilizing all state-approved core curricula with fidelity, along with deploying common assessments across the entire department to accurately gauge

progress in every 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

Science teachers will participate in data chats with teachers, students, and administration.

Person Monitoring:

Michael Castellano, principal

By When/Frequency:

By February 2026, science teachers will have reported progress monitoring information as well as science support according to the data trends for their students.

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

Science teachers are central to our progress monitoring strategy and will actively track student growth by completing a Data Matrix for their assigned students. Specifically, they will continuously monitor performance on common assessments, mid-year benchmark assessments, and student engagement with IXL/Study Island lessons. To ensure instructional consistency, content area teachers will participate in common planning opportunities to collaboratively prepare classroom tasks and assessments aligned with the instructional pacing guide.

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.

PPCMS grades 6-8 is fully committed to continuing the streamlined Positive Behavior and Intervention System (PBIS) implemented last year. Our primary goal with this system is to increase student engagement and diminish the key variables identified in the Early Warning Systems (EWS), which include rising suspension rates, attendance issues, and significant reading challenges revealed by the 2023-24 school year data. Utilizing digital positive behavior badges in FOCUS, alongside various competitions and rewards, PPCMS has successfully created a framework designed to foster a positive culture and a supportive learning environment for our diverse community. By analyzing the

data that highlighted these challenges, we recognized the continued need to strategically evaluate our PBIS approach to effectively reduce inappropriate behaviors, enhance student resilience, and develop character and confidence, all of which are essential for improving overall academic achievement.

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 grades 6-8 who miss 10% or more of the school year will decrease from 95 to 85 as indicated in the annual FOCUS attendance reports for 5081.

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 encompasses administration, curriculum specialists, guidance counselors, and team leads, will continuously monitor the effectiveness of our PBIS initiative by examining multiple data points within the FOCUS portal. This monitoring will specifically track the application of implemented PBIS awards and look for corresponding increases in student attendance. This ongoing review of data will be a standing agenda item for data chats, Professional Learning Communities (PLCs), and leadership meetings.

Person responsible for monitoring outcome

Carmen Echeverry and Alan Pfau

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 utilized by school staff to proactively identify students who are at risk of not graduating on time. This crucial system helps us assign the appropriate interventions and continuously track each student's progress. The key indicators used to pinpoint these at-risk students fall into three core categories: engagement (monitored through attendance), behavior (tracked via suspensions), and academic performance (measured by grades and credits).

Rationale:

The Early Warning System (EWS) model is fundamentally designed to help schools efficiently use data to identify the student population that is at-risk and provide them with targeted support. By doing this, the system effectively strengthens student persistence and progress throughout school, which ultimately leads to improved academic performance.

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

Recognition PBIS Program

Person Monitoring:

Carmen Echeverry and Alan Pfau

By When/Frequency:

quarterly

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

To foster a positive school culture, students and staff can earn Positive Focus Badges from any employee for demonstrating excellence in academic performance, behavior, and character. These badges, along with other class and school incentives, determine the monthly winners, who will be acknowledged by the principal and receive rewards such as treats, early lunches, outdoor classroom privileges, and homework passes. The Leadership Team will meet monthly to discuss the program's impact, leveraging feedback and data from key stakeholders. Ultimately, the objective is to improve school culture by decreasing disruptive student behaviors in order to increase student engagement and academic achievement.

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.

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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.

N/A

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).

N/A

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

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00