

Florida State University Schools

The Pembroke Pines Florida



2020-21 Schoolwide Improvement Plan

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The Pembroke Pines Florida

601 SW 172ND AVE, Pembroke Pines, FL 33029

www.pinescharter.net

Demographics

Principal: Lisa Libidinsky

Start Date for this Principal: 7/1/2003

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: A (75%) 2017-18: A (67%) 2016-17: A (72%) 2015-16: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the FSU Lab Sch County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To provide a personalized learning experience that prepares all students to become global citizens.

Provide the school's vision statement

To create a collaborative learning Community that cultivates Character and provides a challenging Curriculum.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Libidinsky, Lisa	Principal	<p>Dr. Lisa Libidinsky is the Principal of the Pembroke Pines-Florida State University Charter Elementary School. She meets often with the assistant principal, curriculum specialist, guidance counselor, teachers, and staff to discuss instruction, day-to-day operations, safety, and information to improve the school. She reviews student and teacher data, performs walk-throughs and observations, conducts meetings with stakeholders, and communicates with the advisory board, City of Pembroke Pines personnel, administration from the Pembroke Pines Charter Schools, Florida State University personnel, and the governing board. She also frequently meets with parent groups. She attends school and community functions on a regular basis. She also communicates with parents by sending out global email notices that inform parents of school activities. She additionally sends out a “Principal’s Report” with pertinent information for the staff. She is also responsible for writing the K-12 Comprehensive Reading Plan. She approves the expenses needed to purchase curricular materials. FSU Lab Sch - 0351 - The Pembroke Pines Florida - 2018-19 SIP Last</p>
Founds, Judith	Instructional Coach	<p>Ms. Judith Founds is the Curriculum Specialist for the school and task with the responsibility of aligning policies and procedures across multi-campus. She oversees the data management system that houses State and local tests and assessments, tracks students' progress in MTSS/Rtl, and provides reports for school administrators. She develops, plans and coordinates the professional development activities for teachers, staff, and other key stakeholders. She assists in monitoring the School Improvement Plan to track progress towards meeting the target goals set for the school year. In addition, she coordinates the implementation of the instructional and curriculum integration of technology, organizes team leader's meetings to ensure collaborative processes in all aspects of curriculum, instruction, and assessment.</p>
Yousuf, Rabia	Instructional Coach	<p>Mrs. Rabia Yousuf is the Reading Specialist for the school. She meets often with the leadership team, teachers, staff, and students. She works with small groups of students, individual students, and classes. She assists teachers during their reading block using the push-in model. She also works with students in a small group setting on reading goals as a response to intervention. In addition, Mrs. Rabia Yousuf is the textbook coordinator and the in-service facilitator. Mrs. Yousuf and the Curriculum Specialist develop and implement in-service professional practices and professional/staff development experiences as well as opportunities for all instructional and support staff. She is part of the Response to Intervention Team</p>

Name	Title	Job Duties and Responsibilities
		<p>and participates in many meetings to make sure that the students are receiving the support needed to excel in reading.</p>
<p>Slaski, Beth</p>	<p>Guidance Counselor</p>	<p>Ms. Beth Slaski is the Guidance Counselor for the school. She meets often with the leadership team, teachers, staff, and students. She works with small groups of students, individual students, and classes. She assists teachers in helping students who are learning proper behaviors and oversees the Character Education program, Anti-bullying program, and development of social skills. She promotes positive interactions with stakeholders and serves as a liaison between agencies, parents, associations and other organizations. In addition, Mrs. Beth Slaski is the testing coordinator for the school. She conducts many meetings to make sure that the students are receiving the support needed to excel. She also works with students on behavioral goals as a response to intervention.</p>
<p>Roman, Tanya</p>	<p>Instructional Coach</p>	<p>Mrs. Tanya Roman is the Math Coach for the school. She meets with small groups of students, individual students, and classes. During this time, she works on math goals as a response to intervention. She assists teachers within their math block using a push-in model. She is the Acaletics Wednesday/Fact Friday coordinator. She facilitates mathematics PLCs for teachers and support staff to enhance their job-related knowledge and skills</p>
<p>Pizzo, Kimberly</p>	<p>Assistant Principal</p>	<p>Dr. Kimberly Pizzo is the Assistant Principal and also serves as the District Safety Specialist. In this role, she meets often with the leadership team, teachers, staff and students to discuss the day-to-day operations, safety, the schedule for activities, data, and instruction. She is the main contact for disciplinary issues in the school. As the school administrator, she performs walk-throughs and observations, communicates with parent groups and also coordinate school event and functions. She collaborates with curriculum, guidance, support and instructional and support personnel to identify areas of student need and barriers. As a member of this curriculum team, she consults and collaborates to identify interventions and supports as part of educational plans to address these needs and remove barriers, so that the students are able to achieve their full academic, behavioral and social-emotional potential.</p> <p>Additionally, with the added responsibilities of District Safety Specialist, she meets with the school leadership teams across campuses to ensure full implementation of the system Safety Plan and compliance with the Marjory Stoneman Douglas School Safety Act (SB 7046). She completes required state reports and consults with local police and fire for updated safety recommendations (e.g., procedures, training, and infrastructure</p>

Name	Title	Job Duties and Responsibilities
		<p>upgrades). Further, in collaboration with district school and city leadership, she helps to identify areas of need and how best to allocate resources to address these needs. Moreover, she works with the Mental Health Team to ensure that all students having been identified as having concerns in this area are referred for community support to help provide the needed services and treatment. Training sessions for instructional and non-instructional staff members are provided to help ensure the safety of all (e.g., Active Shooter, Safety Training, and Drills, Mental Health First Aid, CPR/AED/Stop the Bleed, and Threat Assessment). Finally, she serves as the district liaison between the schools and the Office of Safe Schools, to disseminate all updates and ensure that all reports are submitted in a timely manner.</p>

Marquez, Maria	Other	<p>Mrs. Maria Marquez is the ESE Specialist for the FSU Broward campus and West Campus K-8 Center. She is responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or access curriculum, statewide assessments, and accountability systems. She coordinates required ESE meetings, revises and updates schedules, and monitors the progress of IEP goals. She assists ESE support staff in developing IEPs goals for students identified with having disabilities. She meets regularly with the ESE Department to ensure all services and program delivery are done with fidelity.</p>
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Grandson, Samantha	Other	<p>Ms. Samantha Grandson is the Student Services Coordinator for the FSU Broward campus and West Campus K-8 Center. She assists both campuses with carrying out the school’s academic and behavior programs. She provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students’ academic achievement, personal and social development. The Student Services Coordinator works cooperatively with the principal, counselor, nurse, staff, students, and parents towards a positive school climate. She coordinates with the school and the ESE and School Counseling Departments attends meetings and monitors the progress of the students' Rtl goals. She assists teachers and the support staff in developing Rtl goals for students and monitoring progress. She meets regularly with the teachers and support staff to ensure all services and program delivery are done with fidelity. She develops and implements professional/staff development experiences as well as opportunities for all instructional and support staff. She is part of the Response to Intervention Team and participates in many meetings to make sure that the students are receiving the support needed to excel.</p>
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Demographic Information

Principal start date

Tuesday 7/1/2003, Lisa Libidinsky

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

44

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

45

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (75%) 2017-18: A (67%) 2016-17: A (72%) 2015-16: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell

Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	102	104	114	114	134	131	0	0	0	0	0	0	0	699
Attendance below 90 percent	5	6	3	3	4	2	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	1	4	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/8/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	96	102	113	135	132	121	0	0	0	0	0	0	0	699
Attendance below 90 percent	8	3	3	6	10	5	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	1	5	9	0	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	4	5	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	5	0	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	96	102	113	135	132	121	0	0	0	0	0	0	0	699
Attendance below 90 percent	8	3	3	6	10	5	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	1	5	9	0	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Students with two or more indicators 0 0 0 0 4 5 0 0 0 0 0 0 0 9

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 0 5 0 2 0 0 0 0 0 0 0 0 0 7

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		10%				
Cohort Comparison		11%				
05	2019	79%	83%	-4%	56%	23%
	2018	81%	82%	-1%	55%	26%
Same Grade Comparison		-2%				
Cohort Comparison		0%				

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	55	59	50	57	69	57	39				
ELL	68	75		79	75						
ASN	94	80		94	92		93				
BLK	80	72	69	88	70	72	65				
HSP	81	69	53	82	79	63	58				
MUL	100	75		89	82						
WHT	89	79	64	96	82		78				
FRL	78	69	67	86	77	74	72				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	42	50	45	47	48	29	25				
ASN	94	91		91	83		90				
BLK	75	72	48	75	67	35	62				
HSP	76	69	61	80	65	44	64				
MUL	78	55		83	64						
WHT	85	57	40	88	78		93				
FRL	73	64	44	76	65	36	60				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	74
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	87
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

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

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

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

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

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The attendance may become a concern. The leadership team is proactive in tracking and monitoring students' attendance in all courses.

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

1. Provide professional development in the area of multisensory instruction to support students with a substantial reading deficiency.
2. Create a safe and healthy environment for all.
3. Strengthen relationships to ensure a supportive learning environment and social-emotional Learning (SEL)

4. Increase STEAM and problem-based learning activities in the classroom.
5. Infuse writing throughout the curriculum.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Students lacking reading strategies such as making connections, finding key details and main ideas, and summarizing have difficulties comprehending grade leveled texts. Findings from the data and classroom observations show that students lack the tools or skill to apply reading strategies to comprehend complex texts.

have a greater impact on student's achievement.

Measureable Outcome: Increase the ELA Learning Gains of all subgroups who scored below 60% on the ELA FSA Assessment by 2% by June 2021.

Person responsible for monitoring outcome:

Lisa Libidinsky (llibidinsky@pinescharter.net)

Evidence-based Strategy:

Reciprocal teaching incorporating text annotation and visualization. Visible Learning research shows that teaching and instructional strategies have a greater impact on student's achievement.

Rationale for Evidence-based Strategy:

Based on the studies from the WWC Intervention Report, reciprocal teaching effectiveness range from medium to large for comprehension. In reviewing some of the findings, including mixed-effects, a significant increase, and loss in percentile points, the overall evidence supports the use of this instructional strategy for low-achieving students. This active learning approach empowers students to use various instructional strategies to obtain meaning from complex text. The student's role is as a teacher applying four comprehension strategies using a graphic organizer.

Action Steps to Implement

1. Train teachers and provide opportunities for teachers to observe the instructional strategy used in another classroom
2. Perform classroom walkthroughs to observe instructional practices
3. Monitor progress benchmark assessments
4. Provide ongoing PLCs, Coaching, and Mentoring
5. Review class and school data

Person Responsible

Judith Founds (jfounds@pinescharter.net)

1. Perform classroom walkthroughs
2. Schedule data chat meeting
3. Monitor class and school data

Person Responsible

Kimberly Pizzo (kpizzo@pinescharter.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

PPCES-FSU takes pride in maintaining its reputation of providing high-quality education to a diverse population and developing a culture of connectedness. The whole child approach is embedded in all the school's policies and practices and helps us build lasting relationships with our students. Mini surveys are sent out regularly to monitor our school climate and give immediate feedback to ensure open communication and transparency. The school's leadership team works effortlessly to involve all stakeholders in our school improvement progress.

In alignment with the system's belief of engaging all stakeholders, practices, and policies meeting the needs of all students, parents of students in the charter system volunteer a minimum of 30 service hours annually. This commitment actively and continually engages parents in the academic experiences of their children. Beyond the service hour requirement, parents are encouraged to participate in a variety of workshops and seminars. PPCES-FSU fosters open and positive lines of communication via system and teacher websites, global emails, newsletters, social media, online grade books, agendas, and Parent Link telephone calls. These modes of communication continually keep parents abreast of their child's progress and of ways to improve their child's academic performance.

PPCES-FSU prioritizes student's health and well-being. The full-time guidance counselor follows the American School Counselor Association (ASCA) guidelines to support student needs through activities that include counseling, specialized instructional support services, mentoring services, and research-based strategies designed to ensure the social-emotional needs of all students are being met. Programs such as the Sandy Hook Promise, Start with Hello campaign, Paths curriculum, and the Kids Care Club provide learning opportunities for students to develop skills, knowledge, and behaviors that fulfill the five core competencies of

social-emotional learning.

At PPCES-FSU, we personalized the learning experience ensuring every student meets with academic and/or behavior success in the classroom. The members of the Collaborative Problem Solving Team (CPS) consisting of parents, teachers, and the Leadership team are involved in the MTSS/RtI process from beginning to end. Our purpose is to identify learning conditions that may interfere with the student’s academic or behavioral progress and put in place effective practices. The CPS Team members use a comprehensive data management system to track and monitor students’ academic and behavior goals throughout the year. The CPS team meets regularly to monitor students' progress. In the Multi-tiered Systems of

The PPCES-FSU is partnered with the City of Pembroke Pines and various community organizations to enhance the educational learning experiences of our diverse population. We have a great partnership with local businesses that contribute time, people, and resources to develop activities that introduce career pathways and education. The students participate in field trips on and off-campus throughout the school year that build knowledge about technical skills and career planning. There are many family night events planned at our school that showcase different careers and educational opportunities offered in our own community.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget			
1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00