

Florida State University Schools

The Pembroke Pines Florida



2018-19 School Improvement Plan

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The Pembroke Pines Florida

601 SW 172ND AVE, Pembroke Pines, FL 33029

www.pinescharter.net

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
KG-5

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

37%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

Yes

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

78%

School Grades History

Year
Grade

2017-18
A

2016-17
A

2015-16
A

2014-15
A*

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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

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 and position title for each member of the school leadership team.:

Name	Title
Libidinsky, Lisa	Principal
Founds, Judith	Curriculum Specialist
Yousuf, Rabia	Reading Specialist
Slaski, Beth	Guidance Counselor
Roman, Tanya	Math Coach
Pizzo, Kimberly	Assistant Principal
Marquez, Maria	ESE Specialist

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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.

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.

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 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.

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.

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/RtI, and provide 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 leaders meetings to ensure collaborative processes in all aspects of curriculum, instruction, and assessment.

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 goal. 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.

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 and participates in many meetings to make sure that the students are receiving the support needed to excel in reading.

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

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	4	6	7	5	4	9	0	0	0	0	0	0	0	35
One or more suspensions	0	0	2	2	0	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	7	1	5	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	12	13	12	0	0	0	0	0	0	0	37

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators		0	0	1	7	1	6	0	0	0	0	0	0	15

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	1	4	2	4	2	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	0	1	1	3	1	2	0	0	0	0	0	0	0	8

Date this data was collected

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Third grade and fourth-grade students performed at a lower level than fifth-grade students in ELA. Third grade ELA data was 78%, fourth grade ELA data was 79% in fourth grade ELA, and 86% in fifth grade ELA. This is not a trend.

Which data component showed the greatest decline from prior year?

In ELA, third grade data decreased 6 percentage points. Fourth-grade Mathematics data decreased 6 percentage points.

Which data component had the biggest gap when compared to the state average?

FSU Broward is a high performing school and outperforms many schools with similar demographics. When compared to the district the third grade ELA data and the fourth grade ELA data have the biggest gap which was about 5%

Which data component showed the most improvement? Is this a trend?

The fifth grade ELA scores increased from 77% to 84%. This is not a trend.

Describe the actions or changes that led to the improvement in this area

Last year, the school improvement goals focused on providing ongoing professional development for instructional and support staff. The support staff contributed greatly to the increased learning gains in ELA. The extended learning tutoring (ELT) program provided students with more opportunities to practice strategies taught throughout the day.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	0%	56%	83%	63%	55%
ELA Learning Gains	68%	0%	55%	72%	54%	57%
ELA Lowest 25th Percentile	52%	0%	48%	60%	50%	52%
Math Achievement	82%	0%	62%	83%	39%	61%
Math Learning Gains	70%	0%	59%	72%	30%	61%
Math Lowest 25th Percentile	47%	0%	47%	59%	30%	51%
Science Achievement	71%	0%	55%	73%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4 (0)	6 (0)	7 (0)	5 (0)	4 (0)	9 (0)	35 (0)
One or more suspensions	0 (0)	0 (0)	2 (0)	2 (0)	0 (0)	1 (0)	5 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	7 (0)	1 (0)	5 (0)	13 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (0)	13 (0)	12 (0)	37 (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	2018	78%	83%	-5%	57%	21%
	2017	84%	84%	0%	58%	26%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	79%	83%	-4%	56%	23%
	2017	80%	80%	0%	56%	24%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				
05	2018	81%	82%	-1%	55%	26%
	2017	85%	83%	2%	53%	32%
Same Grade Comparison		-4%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	82%	87%	-5%	62%	20%
	2017	86%	84%	2%	62%	24%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	80%	85%	-5%	62%	18%
	2017	86%	85%	1%	64%	22%
Same Grade Comparison		-6%				
Cohort Comparison		-6%				
05	2018	84%	77%	7%	61%	23%
	2017	77%	72%	5%	57%	20%
Same Grade Comparison		7%				
Cohort Comparison		-2%				

Subgroup Data

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 2016-17	C & C Accel 2016-17
WHT	85	57	40	88	78		93				
BLK	75	72	48	75	67	35	62				
HSP	76	69	61	80	65	44	64				
ASN	94	91		91	83		90				
MUL	78	55		83	64						
SWD	42	50	45	47	48	29	25				
FRL	73	64	44	76	65	36	60				

2017 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
ASN	94	76		94	76		100				
BLK	79	66	60	80	68	43	60				
ELL	71	60		86	60						
FRL	80	70	59	79	63	48	74				
HSP	80	70	59	81	72	62	70				
MUL	88	60		76	80						
SWD	44	45	37	52	61	56	29				
WHT	90	83	75	86	72	82	78				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA - Explicit Instruction for improving text comprehension
Rationale	The FSU Broward is comprised of a diverse population with varying learning needs. The subgroup data indicated that students in the bottom 25th percentile are not making the necessary learning gains, which resulted in decreased scores in ELA by the third grade and fourth-grade cohorts. Explicit instruction in the teaching and learning environment will improve the student's ability to read and comprehend complex texts.
Intended Outcome	By June 2019, students in the lowest 25th percentile will increase learning gains from 52% to 57%.
Point Person	Judith Founds (jfounds@pinescharter.net)
Action Step	
Description	Teachers will participate in a yearlong PLC focusing on explicit instruction using multisensory approaches.
Person Responsible	Judith Founds (jfounds@pinescharter.net)
Plan to Monitor Effectiveness	
Description	District benchmark assessments, classroom walkthroughs, and data chat meetings will be used to monitor the effectiveness of the PLCs planned for the school year.
Person Responsible	Lisa Libidinsky (llibidinsky@pinescharter.net)

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #2

Title	Mathematics - Building Math Fluency
Rationale	Recent research states that students cannot build math fluency without a conceptual understanding of mathematical concepts and strategic thinking to perform computation with accuracy and efficiency. Rote memorization is shown to be ineffective in helping students to become mathematically fluent. With the assistance of the Math Coach, the school purchased Reflex math to provide students with frequent math lessons and activities to ensure judicious practice and review. The use of manipulatives, differentiated lessons, and warm-ups using the supplemental math program will allow students to practice and review skills in a variety of ways. A revamped Math Club to increase student's engagement and participation along with collaborative planning and aligned assessments will help students with basic facts mastery and increased computational skills.
Intended Outcome	By June 2019, students in the bottom 25th percentile will increase from 47% to 57% using differentiated instruction.
Point Person	Tanya Roman (troman@pinescharter.net)
Action Step	
Description	The Math Coach will work collaboratively with teachers in planning and creating differentiated mathematical lessons and opportunities for students to build math fluency.
Person Responsible	Judith Founds (jfounds@pinescharter.net)
Plan to Monitor Effectiveness	
Description	District benchmark assessments, classroom walkthroughs, and data chat meetings will be used to monitor the effectiveness of the differentiated lessons and activities during math centers.
Person Responsible	Lisa Libidinsky (llibidinsky@pinescharter.net)