

# The City of Pembroke Pines Charter Elementary School



2019-20 School Improvement Plan

## Pembroke Pines Charter Elementary School

Central Campus: 12350 Sheridan Street, Pembroke Pines, FL 33026  
 East Campus: 10801 Pembroke Road, Pembroke Pines, FL 33025  
 West Campus: 1680 SW 184 Avenue, Pembroke Pines, FL 33029

[www.pinescharter.net](http://www.pinescharter.net)

### School Grades History

| Year  | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | A       | A       |

### School of Excellence

| Year | 2018-19 | 2017-18 | N/A | N/A |
|------|---------|---------|-----|-----|
|------|---------|---------|-----|-----|

### School Board Approval

This plan is pending approval by the City of Pembroke Pines City Commission.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and system leadership following the Florida Department of Education's school improvement template located at <https://www.floridacims.org>.

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## **Purpose of the School Improvement Plan**

The SIP is intended to be an artifact that stems from the Strategic Plan and is used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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.

## **Differentiated Accountability**

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### **2019-20 DA Category and Status**

| <b>DA Category</b> |
|--------------------|
| Not in DA          |

## **Current School Status**

### **Supportive Environment**

#### **Purpose Statement**

Empowering students for the possibilities of tomorrow.

#### **Mission and Vision**

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

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

#### **School Environment**

Upon acceptance to Pembroke Pines Charter Elementary School (PPCES) via a lottery system, every parent/guardian must complete an enrollment application prior to attendance. This application includes detailed data about the educational and cultural background of each student. Through annual surveys, PPCES gains insight about the relationship between teachers and students. The survey data is disaggregated and areas for improvement are incorporated into the School Improvement Plan (SIP).

PPCES learns about students' cultures through a variety of activities that engage students and teachers in shared experiences. Through the mentoring program students have the opportunity to voice concerns and opinions on a number of topics. Each child sets academic and social goals that are discussed one-on-one with a caring advocate who knows his/her heritage, academic achievement, and interests. Students are also afforded the opportunity to participate in extracurricular activities that strengthen the relationship between teachers and students. Multicultural activities are embedded within the curriculum and a celebratory week is dedicated to embracing all cultures reflected at the school.

#### **Creating a Safe Environment**

PPCES has policies and procedures in place to safeguard the safety and security of all students during arrival, dismissal, and throughout the school day. The school's Safety Plan provides clearly delineated instructions for the safety of all students and staff in case of fire, tornado, lockdown, or other crisis. The plan also provides guidelines for prevention preparedness and critical incidents including, but not limited to, bomb threats and civil disturbances. A safety team meets regularly to

debrief and ensure safety procedures are up-to-date and effective. The City regularly conducts safety audits, including periodic inspections by the Fire Marshall.

The physical layout of the school is designed to have a single point entry where all visitors sign in and are screened by the welcome staff. Common areas are secured. Doors and stairs are clearly labeled to ensure the flow of pedestrian traffic is efficient. Teachers and staff serve as monitors to supervise students at all times. Staff members wear identification badges and the student uniform policy supports a safe and disciplined learning environment. School Resource Officers are on-site daily and their hours have been extended to include before care and aftercare supervision. They are also on campus during all family nights and school events.

In all classrooms, safety and security are maintained through management plans where all students understand classroom routines, behavioral expectations and consequences. These classroom management plans ensure that students feel comfortable in their environment and are able to collaborate knowing that their views are respected and valued. Students also participate in guidance and behavioral programs such as Anti-Bullying and Gang Resistance and Drug Education (GRADE) that strengthen the safety, security, and respect for all students.

Administrators, school counselors, teachers, and support staff have been trained and certified in Youth Mental Health First Aid (YMHFA). The designated school personnel are skilled to understand mental health in children and assist as non-clinicians by providing evidence-based best practice prevention and interventions.

The before school and afterschool programs offer parents a safe place for children. Before/after school staff monitor homework, reading and outdoor activities. All children are released only to an authorized adult that provides proper identification.

### **Schoolwide Behavioral System**

In compliance with Florida Statute 1006.07(2), a schoolwide behavioral system is in place to support the learning environment and minimize disruption throughout the school day. The school adheres to the School Board of Broward County's Proactive Discipline Plan that establishes guidelines and supports a discipline matrix that outlines consequences for inappropriate behavior.

Through the Positive Behavior Intervention & Support program, administrators, guidance and teachers take a proactive approach to establishing the behavioral supports and social culture needed for all students in school achieve social, emotional, and academic success.

The plan serves as a guide to assist students, parents, teachers, and school administrators with school rules and policies regarding student conduct and discipline. These are also outlined in the Code of Student Conduct approved by the Broward School Board. Parents and students must sign an acknowledgement form indicating that they have reviewed the document. The goal of the Code of Student Conduct is to provide the guidelines for a safe and orderly environment for both staff and students where teachers can instruct and students can learn.

### **Guidance, Mentoring and Other Pupil Services**

PPCES takes pride in providing services that address the social-emotional needs of each child. Every building site has an on-site full-time guidance counselor who supports student needs through small and large group sessions, classroom visits, individual sessions, and research-based programs. In addition, counselors lead the Multi-Tiered Systems of Support (MTSS)/ Response to Intervention (RTI) process to monitor student progress in both behavioral and academic areas. The school offers the following programs to ensure all students develop positive character traits:

- Kids of Character, a program in conjunction with the South Florida Sun-Sentinel that recognizes two students in each class who exhibit the character trait for the month;
- GRADE, a gang and drug prevention program in partnership with the city's police department;
- K-Kids, a student branch of the community service organization Kiwanis Club

Each campus has a Collaborative Problem Solving Team (CPST) that oversees the MTSS/RTI process and meets routinely to evaluate student performance, analyze progress monitoring data, and provide support for instruction and behavioral interventions. A school psychologist assists in determining the needs of students once they have gone through the RTI process.

The NED (Never Give Up, Encourage Others, Do Your Best) program provides student assemblies and teacher resources that instill kindness, develop academic and behavioral success, and inspire a learning mindset. Students also participate in Safer, Smarter Kids; an abuse prevention curriculum that uses developmentally appropriate information to provide children with the tools and language the need to better protect themselves from abuse.

The Exceptional Student Education (ESE) department provides students with services that may impact their social emotional needs based on their Individual Education Plan (IEP), including services by a speech pathologist. Resources are also available to parents in reference to particular learning disabilities, emotional support groups, and strategies to use at home with their children.

A social worker has been added to the Pembroke Pines Charter School staff. She rotates on a schedule at all of our campuses and is an invaluable asset in connecting our students and families with community resources. The social worker maintains a database documenting all students that have been referred for services in mental health, behavior, and substance abuse. The social worker shares this database information with the members of the student support team to ensure continued support for students in need.

### **Family and Community Involvement**

In alignment with the system's belief that collaboration among stakeholders is paramount in 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 fosters open and positive lines of communication via system and teacher websites, global emails, newsletters, social media, online grade books, agendas, JupiterEd emails, Canvas (online Blackboard), Clever (Single Sign-on), 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. The school also makes available a copy of the most recent School Accountability Report for all stakeholders to review.

PPCES is continuing its effort with the Support Our Schools campaign, which has increased partnerships within the community and provided additional funding. The Parent-Teacher Association (PTA) builds strong working relationships among parents, teachers, and our schools in support of students. They assist in obtaining supplemental funding for school functions through membership drives, fundraising activities, and grant opportunities in an effort to improve student achievement and strengthen community relationships. In addition, the Parent Advisory Board provides constructive feedback regarding all conditions that support a positive learning environment. Student-centered organizations, such as Student Council and K-Kids actively participate within the community by supporting various causes and performing at numerous functions.

### Effective Leadership

| Central Campus Leadership Team |                       |
|--------------------------------|-----------------------|
| Sean Chance                    | Principal             |
| Jenny Iznaga                   | Assistant Principal   |
| Kimberly Lookretis             | Guidance              |
| Jill Wolfe                     | Curriculum Specialist |
| Kerry Guevara                  | ESE Director          |

| East Campus Leadership Team |                       |
|-----------------------------|-----------------------|
| Channale Augustin           | Principal             |
| Maria Garcia                | Assistant Principal   |
| Karen Burk                  | Guidance              |
| Dina Logan                  | Curriculum Specialist |
| Kerry Guevara               | ESE Director          |

| West Campus Leadership Team |                       |
|-----------------------------|-----------------------|
| Michael Castellano          | Principal             |
| JoAnna DiGioia              | Assistant Principal   |
| Samantha Grandson           | Guidance              |
| Marta Tápanes               | Curriculum Specialist |
| Maria Marquez               | ESE Director          |

## **Roles and Responsibilities**

The PPCES 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.

Channale Augustin, Michael Castellano, and Sean Chance are the principals of Pembroke Pines Charter Elementary School for the East Campus, 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, 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. 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.

JoAnna DiGioia, Maria Garcia, and Jenny Iznaga, are the assistant principals of the West Campus, East 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 Association and provide support in all fundraising activities. The assistant principals are the main contact for disciplinary issues in the school and also perform walk-throughs and observations. In addition, assistant principals meet with staff and parents about individual student academic and/or behavioral needs.

Karen Burk, Samantha Grandson, Kimberly Lookretis, and are the guidance counselors for the East Campus, 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, and the development of social skills. In addition, they serve as Testing Coordinator, Interventionist Team Leader, Section 504 Liaison, Child Abuse Designee, and Homeless Education Liaison for their respective campuses. To ensure system alignment they also oversee the data management system that monitors students' progress in the MTSS/RTI process.

Dina Logan, Marta Tápanes, and Jill Wolfe are the curriculum specialists for the Central Campus, West Campus, and East 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 schoolwide 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 inservice 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 designee for all online platforms such as JupiterEd, i-Ready, Pearson Realize, Planbook, Think Central, and HMH Science.

The Team Leaders serve as leaders and mentors within their departments to ensure that the curriculum at each grade level is aligned to the Florida Standards or the Next Generation Sunshine State Standards. They serve as Professional Learning Community (PLC) facilitators implementing the Curriculum, Assessment, Remediation and Enrichment (CARE) cycle. They participate in leadership team meetings and develop the school's scope and sequence within their subject area. They align benchmark assessments to the standards and coordinate vertical alignment meetings within each grade level. Each collaborates with their team, support personnel, and ESE facilitators to provide research-based interventions for identified students.

Kerry Guevara and Maria Marquez are the ESE directors for the Central, East, and West campuses respectively. They organize, supervise, and administer programs in exceptional student education. The ESE department provides services that align with students' exceptionalities and oversees the creation and implementation of IEP's and EP's. ESE representatives are members of the Collaborative Problem Solving (CPS) team and provide pertinent information for students receiving services or interventions.

The Office of Innovative Learning for the Pembroke Pines Charter School System serves as a liaison between the city's Informational Technology Department and the school leadership. The goal of the Office of Innovative Learning is to support and implement innovations in teaching and learning to empower all learners. This department contributes to the alignment of new and current initiatives, supports the enhancement of technology infusion into the schools, classrooms, and home connection, and organizes, and implements professional development. Last school year, a Technology and Instruction Supervisor was appointed to the Office of Innovative Learning. This position expands the Office of Innovative Learning and supports the current goals of the office.

### **Identifying and Aligning Resources**

The PPCES leadership team meets regularly to disaggregate, analyze, and disseminate student data from multiple sources to identify academic student goals, align professional development to target specific objectives, and assess further needs. Through this continuous improvement process, leadership identified the need for a system liaison that oversees and implements processes, procedures, and curricular resources.

Support and direction are provided to teachers through on-site Professional Learning Communities, on-site program specific professional development, district-based professional development, a mentoring program, and additional resources such as webinars and online forums. The leadership team dedicates time to address issues of long-term importance, including common policies, common direction, and organizational development and improvement initiatives that will lead to school improvement and student academic achievement. A focus on system alignment is addressed through ongoing cross-campus leadership team meetings. Charter Study Days provide all teachers the opportunity for collaboration, vertical alignment, horizontal alignment, and professional development. Currently there are four half days embedded into the school calendar afforded to PPCSS through the distinction of being Schools of Excellence.

Canvas is a cloud-based learning management system which offers open, online courses where educators and students everywhere can learn and connect. The Pembroke Pines Charter Schools began implementing Canvas across campuses in the fall of 2018. In addition, the system adopted the Clever Single Sign-on (SSO) portal in the fall of 2019 to reduce loss of instructional time and to provide one platform for all students K-12, teachers, and staff to access online resources. As a result, Clever SSO has saved an average of over 200 hours of class time week in the system. As of October 2019 listed below are the usage statistics for both programs:

### Canvas

- 100% of teachers have transitioned as participants
- 95% of teachers have received some form of training
- 30% of teachers have transitioned as teachers

### Clever

- 100% of users at 5051 have logged into a program
- Usage by scoped users: 95.2%
- Unique users: 2.5K
- Students total logins: 311.2K++

Team Leaders collaborate with curriculum to submit annual budget requests for supplemental materials and ancillary supplies. School administrators oversee the budgets for each campus and work in collaboration with the bookkeeper and the City Administrators for final approval of all purchases.

### Literacy Leadership Team (LLT)

| Central Campus Literacy Leadership Team |                       |
|---|-----------------------|
| Sean Chance                             | Principal             |
| Jenny Iznaga                            | Assistant Principal   |
| Kimberly Lookretis                      | Guidance              |
| Jill Wolfe                              | Curriculum Specialist |

|                   |                    |
|-------------------|--------------------|
| Wendy Pfau        | Reading Specialist |
| Kimberly DiPuglia | Reading Specialist |
| Judy Mulcan       | Reading Specialist |

| East Campus Literacy Leadership Team |                       |
|--------------------------------------|-----------------------|
| Channale Augustin                    | Principal             |
| Maria Garcia                         | Assistant Principal   |
| Karen Burk                           | Guidance              |
| Dina Logan                           | Curriculum Specialist |
| Alina Perry-Smith                    | Reading Specialist    |
| Merilisse Garcia                     | Reading Specialist    |
| Katherine Flynn                      | Reading Specialist    |

| West Campus Literacy Leadership Team |                       |
|--------------------------------------|-----------------------|
| Michael Castellano                   | Principal             |
| JoAnna DiGioia                       | Assistant Principal   |
| Samantha Grandson                    | Guidance              |
| Marta Tápanes                        | Curriculum Specialist |
| Jacquelyn Douglas                    | Reading Specialist    |
| Stephani Rasmussen                   | Reading Specialist    |

### Literacy Implementation Process

The PPCES Literacy Leadership Team (LLT) meets regularly to analyze student data from multiple sources to identify academic student goals, align professional development needs to target specific objectives, and assess further needs. Support and direction is provided to teachers through on-site Professional Learning Communities (PLC's), district-based professional development, a mentoring program, and additional resources such as webinars and online forums. The leadership group dedicates time to address issues of long-term importance including common policies, common direction, and organizational development. They also introduce initiatives that will lead to school improvement and student academic achievement.

PPCES LLT supports student learning by examining professional practices and learning progression charts to ensure mastery towards meeting the grade level expectations outlined in the Pupil Progression Plan. LLT provide teachers with research-based strategies and resources to assist all students in the multi-tiered systems, which includes the Exceptional Student Education and English Language Learners in acquiring academic skills to ensure educational learning gains.

The LLT ensures successful implementation of school-wide literacy goals to increase student achievement:

1. Daily 5, a school-wide literacy management system, clearly sets and defines literacy goals for students. Clear expectations are provided with exemplars to assist in meeting individual goals in differentiated student-centered activities and numerous opportunities are given for students to collaborate, apply critical thinking skills, and participate in meaningful discussions.
2. Foundations, a research-based multisensory language program that provides systematic instruction in critical foundational skills. Foundations supports a MTSS for all students in grades K-2.
3. Leveled Literacy Intervention (LLI), an intensive, small group, supplementary literacy intervention.
4. i-Ready, a comprehensive assessment system that tracks student growth and provides personalized and differentiated instruction for all student populations in both ELA and mathematics.
5. Through the Accelerated Reader Program students meet or exceed their quarterly goals to increase vocabulary and comprehension as well as develop a love of reading.
6. Technology programs such as i-Ready, Pearson Realize, Think Central, and Ed: Your Friend in Learning are used as resources to remediate and enrich students.
7. A Reading Committee organizes and promotes Celebrate Literacy Week, Community Read-In Day, Storybook Parades, Barnes and Noble Night, Dr. Seuss Week, and other programs that support literacy initiatives and foster a culture of reading.
8. The LLT is also part of the CPS Team that targets students in RTI.

## **Public and Collaborative Teaching**

### **Encouraging a Positive Working Environment**

Teachers participate in research-based professional development designed to improve teacher performance and increase student achievement. All teachers have the opportunity to participate in local, state, and national conferences as well as online webinars that are aligned to the needs of the students. Additionally, all staff is part of a year-long PLC focused on the rigor and demands of the Florida Standards. These PLC's meet weekly to delve into high-probability strategies, unpack the standards, discuss project-based learning activities, develop common assessments, identify and incorporate rigorous text, and share best practices. As the year progresses, progress monitoring data drives the focus of the PLC but always with the same end goal: increase student performance.

PPCES teachers have common daily instructional planning time that fosters collaboration and strengthens alignment across the grade levels. Curriculum Specialists work together developing system-wide policies and procedures to create an atmosphere that fosters and nurtures growth. The New Teacher Orientation Program supports new educators through mentoring and continuous observation. All new educators must show mastery of the State Competencies for educators.

At the City of Pembroke Pines Charter Elementary School the safety, security, acceptance, and academic success of all students are first and foremost. Through transparency of student data, PPCES identifies its areas of improvement in this plan and develops deliberate practice through a rigorous curriculum to ensure all students are prepared to succeed in a global society.

## **Recruiting, Developing and Retaining Highly Qualified Teachers**

PPCES has established policies, processes, and procedures to address the hiring of professional and effective teachers. A selection process involves identifying qualified applicants, conducting interviews according to established procedures, and basing the hiring decision on a matrix, job knowledge, and team's recommendation. A mentoring support system, incentive programs, and leadership development trainings are in place to retain the high-quality and diverse teaching staff.

### **Teacher Mentoring Program**

Newly hired teachers participate in the system's induction program throughout the school year, as well as Broward County's New Teacher Academy. A school site mentor is assigned to a novice teacher to support and develop instructional strategies to meet the needs of all students. The mentor assists by coaching, providing instructional feedback, and modeling lessons. Mentor and mentee pairings are done after careful analysis of the needs of the mentee and the strengths of the mentor, focusing on subject-area expertise. All new teachers are afforded the opportunity to observe master teachers, debrief on best practices, and apply these best practices in their classroom. The assigned mentor and/or support personnel observe the new teacher implementing these best practices and provide further constructive feedback and support.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Alignment to Florida Standards**

PPCES uses state-adopted instructional materials to ensure alignment to the Florida Standards. Supplemental materials are reviewed by the Leadership Team and input from the team leaders is used prior to purchasing new items. In addition, teachers participate in PLCs and staff development training to further align curriculum, assessment, and instructional practices that correlate with the Florida Standards.

#### **Data Analysis for Differentiated Instruction**

Utilizing the Florida's Continuous Improvement Model (FCIM), teachers implement the steps in the Plan-Do-Check-Act cycle to focus instruction based on disaggregation of data. Highly qualified teachers trained on Marzano's High Probability strategies continuously meet to review data, reflect on current practices, and adjust instruction accordingly. Data chat meetings are held regularly to address academic needs of students at all instructional levels. Students needing additional support are monitored through the MTSS/ RTI process. The MTSS/RTI process ensures students receive targeted instructional support to address any academic deficiencies. Basis, a data management system, is used to monitor students frequently throughout the school year.

Highly structured management systems and resources, such as i-Ready, Daily 5, ReadyGen's instructional routines, Foundations, Think Central, Leveled Literacy Intervention, and Star Enterprise

are also used to differentiate the students' learning experiences. Personal Math Trainer (PMT) an online, adaptive system with interventions, enrichment, and assessments was implemented for all students last year. This year, Reflex Math was added to the curriculum to increase math fluency for students in grades K-5. Educational activities and lessons are tailored to the instructional level of each group. Teachers differentiate instruction through flexible grouping, ongoing assessment, and students' interests.

## **School Improvement Goals**

English Language Arts – Given attention to research-based instructional strategies by May 2020, 100% of students in grades K, 1, and 2 will demonstrate a progression of their reading skills on a state approved progress monitoring tool.

English Language Arts – By May 2020, the percentage of students scoring Level 3 or above on the English Language Arts Florida Standards Assessment in grades 3, 4, and 5 will increase from 80% to 83%.

English Language Arts – By May 2020, the percentage of students in grades 4 and 5 (not in the lowest 25th percentile) demonstrating gains on the English Language Arts Florida Standards Assessment will increase from 68% to 71%.

English Language Arts – By May 2020, the percentage of students in grades 4 and 5 scoring (in the lowest 25th percentile) and demonstrating gains on the English Language Arts Florida Standards Assessment will increase from 53% to 56%.

Mathematics – Given attention to research-based instructional strategies by May 2020, 85% of students in grades K, 1, and 2 will score at or above proficiency on the i-Ready Math Diagnostic AP3.

Mathematics – By May 2020, the percentage of students scoring Level 3 or above on the Mathematics Florida Standards Assessment in grades 3, 4, and 5 will increase from 84% to 87%.

Mathematics – By May 2020, the percentage of students in grades 4 and 5 (not in the lowest 25th percentile) demonstrating gains on the Mathematics Florida Standards Assessment will increase from 71% to 74%.

Mathematics - By May 2020, the percentage of students in grades 4 and 5 (in the lowest 25th percentile) demonstrating gains on the Mathematics Florida Standards Assessment will increase from 57% to 60%.

Science – By May 2020, the percentage of students scoring Level 3 or above on the Florida Standards Science Assessment in grade 5 will increase from 66% to 69%.

### Action Steps and Rationale

| Identified Goal   | Action Steps                                | Rationale  |
|---|---|--|
| ELA - Given attention to research-based instructional strategies, 100% of students in grades K, 1, and 2 will demonstrate a progression of their reading skills on a state approved progress monitoring tool. | 1. Professional Learning Communities        | 1. Teachers collaborate in a cooperative learning environment to discuss research-based strategies designed to improve student learning.   |
| ELA – The percentage of students in grades 4 and 5 (not in the lowest 25% percentile) demonstrating gains will increase from 68% to 71%.  | 2. Data Chats                               | 2. Leadership team, support staff, and teachers meet to disaggregate, analyze, and interpret data to determine student needs.  |
| ELA – The percentage of students in grades 4 and 5 scoring in the lowest 25% percentile and demonstrating gains will increase from 53% to 56%.  | 3. Response to Intervention                 | 3. Identify students needing additional instructional and/or behavioral support. Provide appropriate research-based interventions.   |
| ELA – By May 2020, the percentage of students scoring a Level 3 or above on the English Language Arts Florida Standards Assessment in grades 3, 4 and 5 will increase from 80% to 83%.                        | 4. Professional Development                 | 4. Teachers improve instructional and behavioral strategies through local, state, and online professional development aligned to student needs, including social and emotional learning. |
| Mathematics – By May 2020, given attention to research-based instructional strategies, 85% of students in grades K, 1 and 2 will score at or above proficiency on the i-Ready Math Diagnostic AP3.            | 5. Common Planning and Alignment            | 5. Teachers collaborate among grade level and subject areas to provide consistency of instruction and assessment.  |
| Mathematics – By May 2020, the percentage of students scoring Level 3 or above on the Mathematics Florida Standards   | 6. Progress Monitoring                      | 6. Collect and analyze data to determine students' proficiency of grade level standards.   |
|   | 7. Technology Intervention Support Programs | 7. Technology programs provide additional support for students in reading, mathematics, and science.   |

|   |                                      |  |
|---|--------------------------------------|--|
| <p>Assessment in grades 3, 4 and 5 will increase from 84% to 87%.</p> <p>Mathematics – By May 2020, the percentage of students in grades 4 and 5 (not in the lowest 25% percentile) demonstrating gains will increase from 71% to 74%.</p> <p>Mathematics – By May 2020, the percentage of students in grades 4 and 5 scoring in the lowest 25% percentile and demonstrating gains will increase from 57% to 60%.</p> <p>Science – By May 2020, the percentage of students scoring Level 3 or above on the Florida Standards Science Assessment in grade 5 will increase from 66% to 69%.</p> | <p>8. Remedial Tutorial Sessions</p> | <p>8. Evidence based curriculum designed to remediate gaps in student achievement.</p> |
|---|--------------------------------------|--|

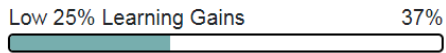
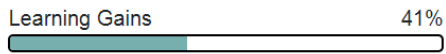
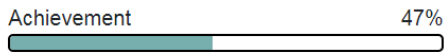
### Monitoring the Effectiveness of the Action Steps

- Classroom walk-throughs data will be utilized to observe instructional practices to assess the effectiveness of professional learning community meetings.
- Data results from benchmark assessments, progress monitoring, common formative assessments, and Rtl intervention programs will be analyzed to determine if students are demonstrating growth toward mastery of content.
- The Collaborative Problem Solving Team will meet with teachers and discuss the most effective methods and programs tailored to student needs.
- Through the implementation of the Technology Integration Matrix (TIM) designated members will monitor the effective use of technology in the classroom.

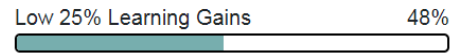
Appendix A

5051 Data for Fourth and Fifth Grade Students

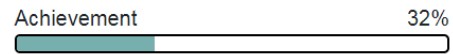
English Language Arts



Mathematics

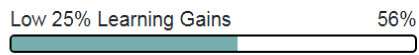


Science

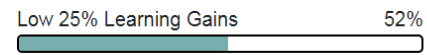


5051 Data Female

English Language Arts



Mathematics

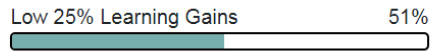


Science

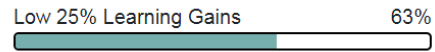


5051 Data Male

English Language Arts



Mathematics

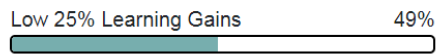


Science

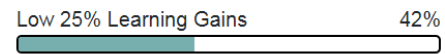


5051 Data African American

English Language Arts



Mathematics



Science



### 5051 Data Asian

#### English Language Arts


Achievement 95%



Learning Gains 83%



Low 25% Learning Gains Not Enough Data



#### Mathematics


Achievement 98%



Learning Gains 83%



Low 25% Learning Gains Not Enough Data



#### Science

Achievement 81%



### 5051 Data Hispanic

#### English Language Arts


Achievement 79%



Learning Gains 67%



Low 25% Learning Gains 53%



#### Mathematics


Achievement 85%



Learning Gains 73%



Low 25% Learning Gains 64%



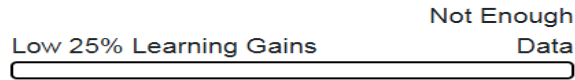
#### Science

Achievement 66%

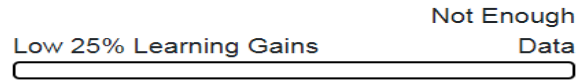


5051 Data Multiracial

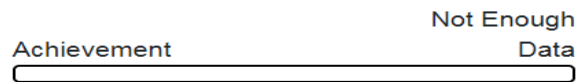
English Language Arts



Mathematics

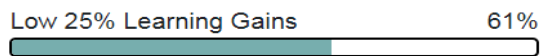


Science



5051 Data White

English Language Arts



Mathematics



Science



### 5051 Data ELL (English Language Learners)

#### English Language Arts


Achievement 70%



Learning Gains 73%



Low 25% Learning Gains 68%



#### Mathematics


Achievement 75%



Learning Gains 71%



Low 25% Learning Gains 57%



#### Science

Achievement 45%



### 5051 Data Economically Disadvantaged

#### English Language Arts


Achievement 73%



Learning Gains 67%



Low 25% Learning Gains 52%



#### Mathematics

Achievement 75%



Learning Gains 63%



Low 25% Learning Gains 52%



#### Science

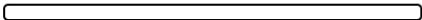
Achievement 55%




### 5051 Data Military Families

#### English Language Arts

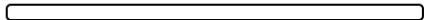
Achievement 86%  



Learning Gains Not Enough Data  


Low 25% Learning Gains Not Enough Data  


#### Mathematics

Achievement 79%  


Learning Gains Not Enough Data  


Low 25% Learning Gains Not Enough Data  


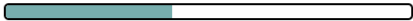
#### Science

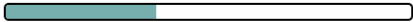
Achievement Not Enough Data  


### 5051 SWD

#### English Language Arts

Achievement 47%  



Learning Gains 41%  


Low 25% Learning Gains 37%  


#### Mathematics

Achievement 58%  


Learning Gains 60%  


Low 25% Learning Gains 48%  


#### Science

Achievement 32%  
