

The City of Pembroke Pines Charter Elementary School

2016-17 School Improvement Plan

Pembroke Pines Charter Elementary School

Pembroke Pines Charter Elementary School 2016-17 SIP

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

29%

Alternative/ESE Center

No

Charter School

Yes

Minority

85%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the School Board of Broward County and 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 it's choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership following the Florida Department of Education's school improvement template.

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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. 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.

2016-17 DA Category and Statuses

DA Category

Not in DA

Current School Status

Supportive Environment

School 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 addressed by the administration with input from all stakeholders.

Pembroke Pines Charter Elementary School learns about students' cultures through a variety of activities that engage students and teachers in shared experiences that lead to enhanced relationships. 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, and crisis intervention. 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 and teachers and staff serve as monitors to supervise students at all times. In addition, PPCES's uniform policy supports a safe and disciplined learning environment.

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.

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 authorized adults.

Schoolwide Behavioral System

In compliance with Florida Statute 1006.07(2), a school-wide behavioral system is in place to support the learning environment and minimize disruption throughout the school day. The school adheres to a Proactive Discipline Plan that establishes guidelines and supports a discipline matrix that outlines consequences for inappropriate behavior. 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 onsite 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 System 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 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 Rtl process. 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.

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, 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. And, 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 Berman	Curriculum Specialist
Kerry Guevara	ESE Director

East Campus Leadership Team	
Kenneth Bass	Principal
Dr. Linda Montoto	Assistant Principal
Chantel Gunness	Guidance
Alina Perry-Smith	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 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.

Kenneth Bass, 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, Jenny Iznaga, and Dr. Linda Montoto are the assistant principals of the West Campus, Central Campus, and East 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.

Samantha Grandson, Kimberly Lookretis, and Chantel Gunness are the guidance counselors for the West Campus, Central Campus, and East 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.

Alina Perry-Smith, Jill Berman, and Marta Tápanes are the curriculum specialists for the East Campus, Central Campus, and West Campus respectively. The curriculum specialists disaggregate and analyze the school's data and use the information to select instructional approaches, identify research-based materials, and spearhead school-wide initiatives. Along with all stakeholders, they develop a school improvement plan. They conduct professional development trainings for teachers and conference with teachers to provide instructional feedback when needed. The curriculum specialists serve as the accreditation team for the system; meet regularly to align the system's policies, procedures, and curriculum; and design and deliver parent workshops focusing on increasing student achievement. As the 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 FAIR-FS, Jupiter Grades, i-Ready, SuccessMaker, Pearson Realize, and Think Central.

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 New Generation State Standards. They serve as 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 they oversee the creation and implementation of IEP's and EP's. ESE representatives are members of the Collaborative Problem Solving (CPS) team and provide insightful information for students receiving services or interventions.

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. Support and direction are provided to teachers through on-site Professional Learning Communities, 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. To effectively address student needs, the PPCES leadership team monitors student progress in RtI as directed by the Multi-tiered Systems of Support (MTSS). The leadership team encourages the sharing of best practices, including teacher observations of colleagues.

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 Berman	Curriculum Specialist
Lina Marrero	Reading Specialist
Donna Simpkin	Reading Specialist

East Campus Literacy Leadership Team	
Kenneth Bass	Principal
Dr. Linda Montoto	Assistant Principal
Chantel Gunness	Guidance
Alina Perry-Smith	Curriculum Specialist
Jaime Eikevik	Reading Specialist
Merilisse Garcia	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, 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 and improvement 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 Multi-Tiered Systems of Support (MTSS) for all students.
3. i-Ready, a comprehensive assessment system that tracks student growth and provides personalized and differentiated instruction for all student populations.
4. 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.
5. Technology programs such as SuccessMaker, Pearson Realize, and Think Central are used as resources to remediate and enrich students.
6. 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 a culture of reading.
7. The LLT is also part of the CPS Team that targets students in Rtl.

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 Professional Learning Community (PLC) focused on the rigor and demands of the Florida Standards. These PLCs 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 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/ Rtl process. The MTSS/RTI process ensures students receive

targeted instructional support to address any academic deficiencies. BASIS data management system is used to monitor students frequently throughout the school year.

Highly structured management systems and resources, such as Daily 5, iReady, ReadyGen's instructional routines, Foundations, Think Central, and STAR Enterprise are also used to differentiate the students' learning experiences. 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 researched 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.

English Language Arts – By June 2017, 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 79% to 82%.

Mathematics – Given attention to research-based instructional strategies, 85% of students in grades K, 1 ,and 2 will score at or above proficiency on a mathematics progress monitoring tool.

Mathematics – By June 2017, the percentage of students scoring Level 3 or above on the Mathematics Florida Standards Assessment in grades 3, 4 and 5 will increase from 86% to 89%.

Science – By June 2017, the percentage of students scoring Level 3 or above on the Florida Standards Science Assessment in grade 5 will increase from 75% to 78%.

Action Steps and Rationale

Identified Goal	Action Steps	Rationale
<p>ELA - Given attention to researched 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.</p>	<p>1. Professional Learning Communities</p>	<p>1. Teachers collaborate in a cooperative learning environment to discuss research-based strategies designed to improve student learning.</p>
<p>ELA – By June 2017, the percentage of students scoring a Level 3 or above in the English Language Arts Florida Standards Assessment in grades 3, 4 and 5 will increase from 79% to 82%.</p>	<p>2. Data Chats</p>	<p>2. Leadership team, support staff, and teachers meet to disaggregate, analyze, and interpret data to determine student needs.</p>
<p>Mathematics – Given attention to research-based instructional strategies, 85% of students in grades K, 1 ,and 2 will score at or</p>	<p>3. Response to Intervention</p>	<p>3. Identify students needing additional instructional and/or behavioral support. Provide appropriate research-based interventions.</p>
	<p>4. Professional Development</p>	

<p>above proficiency on a progress monitoring tool.</p>	<p>5. Common Planning and Alignment</p> <p>6. Progress Monitoring</p> <p>7. Technology Intervention Support Programs</p> <p>8. Remedial Tutorial Sessions</p>	<p>4. Teachers improve instructional strategies through local, state, and online professional development aligned to student needs.</p> <p>5. Teachers collaborate among grade level and subject areas to provide consistency of instruction and assessment.</p> <p>6. Collect and analyze data to determine students' proficiency of grade level standards.</p> <p>7. Technology programs provide additional support for students in reading, mathematics, and science.</p> <p>8. Evidence based curriculum designed to remediate gaps in student achievement.</p>
<p>Mathematics – By June 2017, the percentage of students scoring Level 3 or above on the Mathematics Florida Standards Assessment in grades 3, 4 and 5 will increase from 86% to 89%.</p>		
<p>Science – By June 2017, the percentage of students scoring Level 3 or above on the Florida Standards Science Assessment in grade 5 will increase from 75% to 78%.</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.