Broward County Public Schools

Pembroke Pines Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Pembroke Pines Elementary School

6700 SW 9TH ST, Pembroke Pines, FL 33023

[no web address on file]

Demographics

Principal: Natasha Bell

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Pembroke Pines Elementary School

6700 SW 9TH ST, Pembroke Pines, FL 33023

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

This plan is pending approval by the Broward County School Board.

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 using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pembroke Pines Elementary School is to serve the students, staff, and community by: providing a quality education; instilling the love of learning; and preparing students for the future.

Provide the school's vision statement.

The vision of Pembroke PInes Elementary School is "Educating today's students to succeed in tomorrow's world."

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Bell, Natasha	Principal	Overall management of school including implementation of policies and procedures, safety and security, monitoring the effective implementation of curriculum, student achievement and growth, balancing of school budget and overseeing the daily operations of the school.
Rodriguez, Lisa	Assistant Principal	Assists principal with overall school management - Instructional and operational
Esquivel, Amadis	Reading Coach	Oversees the literacy pogram, coaches teachers, data analysis, provide professional development
Clarke, Suzanne	Other	Oversee our ASD cluster.
Donate, Mariette	School Counselor	Oversees the school's guidance program
Uribasterra, Ximena		Oversses our students with disabilities and ensure their IEP goals are being met.

Demographic Information

Principal start date
Sunday 7/1/2018, Natasha Bell

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

4

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

11

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

532

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	92	99	98	85	84	0	0	0	0	0	0	0	544
Attendance below 90 percent	21	24	20	24	16	18	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	18	18	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	17	15	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	59	42	18	28	12	0	0	0	0	0	0	0	159

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	1	2	12	0	0	0	0	0	0	0	18

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	7	2	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/29/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	92	98	103	84	85	91	0	0	0	0	0	0	0	553
Attendance below 90 percent	13	16	21	16	9	13	0	0	0	0	0	0	0	88
One or more suspensions	0	0	1	1	4	2	0	0	0	0	0	0	0	8
Course failure in ELA	0	7	8	2	0	0	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	20	18	18	0	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	11	17	15	0	0	0	0	0	0	0	0	43

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	8	9	6	15	0	0	0	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	7	8	2	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	59%	57%	57%	56%	56%
ELA Learning Gains				57%	60%	58%	62%	57%	55%
ELA Lowest 25th Percentile				43%	54%	53%	64%	51%	48%
Math Achievement				68%	65%	63%	65%	62%	62%
Math Learning Gains				72%	66%	62%	63%	60%	59%
Math Lowest 25th Percentile				54%	53%	51%	45%	47%	47%
Science Achievement				37%	46%	53%	37%	49%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-56%				
05	2021					
	2019	54%	59%	-5%	56%	-2%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	65%	-8%	62%	-5%
Cohort Comparison						
04	2021					
	2019	69%	67%	2%	64%	5%
Cohort Comparison		-57%				
05	2021					
	2019	68%	64%	4%	60%	8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	49%	-16%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady will be the monitoring tool used by all grade levels (K-5).

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/31%	30/34%	45/51%
	Economically Disadvantaged	19/26%	18/26%	33/47%
	Students With Disabilities	7/37%	7/39%	7/39%
	English Language Learners	2/15%	1/8%	1/8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24/28%	23/27%	37/43%
	Economically Disadvantaged	17/24%	13/19%	26/39%
	Students With Disabilities	6/32%	3/18%	5/32%
	English Language Learners	2/15%	2/16%	2/15%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36/38%	49/52%	50/53%
	Economically Disadvantaged	26/37%	33/48%	36/50%
	Students With Disabilities	2/14%	4/28%	3/20%
	English Language Learners	9/38%	11/46%	13/54%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/26%	29/31%	39/41%
	Economically Disadvantaged	19/26%	22/32%	29/41%
	Students With Disabilities	2/12%	2/14%	1/7%
	English Language Learners	4/17%	4/16%	6/25%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41/64%	46/61%	58/77%
	Economically Disadvantaged	34/54%	38/59%	48/75%
	Students With Disabilities	3/30%	2/20%	2/22%
	English Language Learners	10/50%	9/45%	12/60%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/20%	22/28%	40/52%
	Economically Disadvantaged	14/22%	18/28%	1/11%
	Students With Disabilities	1/10%	3/30%	2/20%
	English Language Learners	5/25%	7/35%	10/50%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35/47%	36/48%	44/56%
	Economically Disadvantaged	22/38%	22/38%	28/47%
	Students With Disabilities	1/9%	3/25%	5/38%
	English Language Learners	1/14%	1/14%	3/43%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/24%	29/37%	46/63%
	Economically Disadvantaged	10/18%	19/32%	2/33%
	Students With Disabilities	1/9%	5/36%	5/39%
	English Language Learners	0/0%	1/14%	4/57%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33/38%	32/38%	37/45%
	Economically Disadvantaged	25/39%	25/39%	27/43%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/22%	1/11%	4/44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/32%	36/42%	39/51%
	Economically Disadvantaged	15/23%	22/34%	0/0%
	Students With Disabilities	1/14%	1/8%	4/31%
	English Language Learners	1/11%	2/22%	4/50%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		11/13%	17/21%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities		10/7%	1/7%
	English Language Learners		2/13%	6/38%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	50		31	20		9				
ELL	52	48		54	48		35				
BLK	43	50		36	24		14				
HSP	55	38		55	36	9	31				
WHT	65			48							
FRL	47	40	44	44	27	18	23				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	41	33	45	69	63	27				
ELL	49	53	39	60	69	56	33				
BLK	52	52	44	59	68	57	29				
HSP	59	55	35	69	75	47	38				
WHT	67	70		83	73		50				
FRL	54	54	43	66	73	61	38				

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
SWD	31	50	56	40	35	16	19				
ELL	42	61	68	55	63	67	6				
ASN	55			64							
BLK	53	60	50	55	53	27	40				
HSP	54	59	63	67	65	63	29				
WHT	73	69		83	81		36				
FRL	57	62	63	64	63	48	38				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	319
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends show that our students with disabilities and students in our lowest quartile continue to face challenges in the area of ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 state assessment (FSA) data showed that reading specifically learning gains among students in the lowest quartile was the area that needed greatest improvement. 43% of those students made learning gains. This was a decline from 64% the previous year. Current progress monitoring data (I ready AP 1) shows that 3rd grade is the grade level with the greatest need of improvement with only 23% of students predicted to be proficient on the 2022 FSA assessment.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There were a few contributing factors to this need for improvement. Our fifth graders showed the least amount of progress in ELA. However, it was also the fist time they took an FSA ELA test that consisted of reading and writing. When we transitioned to online learning in 2020 those fifth graders were fourth graders, and didn't receive the intense writing training that normally takes place school-wide February through April. This affects not only writing, but the reporting category of craft & structure which is the heaviest weighted category on the fifth grade test. More than half of this grade level worked from home, so conducting writing workshops, and receiving that immediate writing feedback wasn't as effective in its digital implementation.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off of progress monitoring and 2019 state assessments, the most improved component was ELA learning gains in the lowest quartile. ELA Learning gains in the lower quartile on the 2018/2019 FSA was 43% and on the 2020/2021 FSA was 45%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors that may have contributed to the improvement were consistent progress monitoring through iReady growth monitoring assessments with lower quartile students. After growth monitoring assessments, students check in with administration or support staff to conduct data chats with each student to discuss individual goals, and progress (growth monitoring data, increase or decrease in diagnostic, and current ability to meet their goal.

What strategies will need to be implemented in order to accelerate learning?

This school year we are continuing to progress monitor as usual, but we will be implementing the iReady growth monitoring process school-wide. This is a tool we have utilized in the past among our "bubble" or "lower quartile" students, but this year we will track all students using growth monitoring assessment. Since our students' scores were so closely aligned to their FSA probability of success using the iReady/FSA Crosswalk, we will progress monitor with the growth monitoring assessment to closely track their growth to growth targets. After each diagnostic assessment period, the leadership team, teachers, and support staff will conduct routine data chats ensuring students are aware of their progress and participate in conversations that allow for feedback to feed them forward towards meeting their educational goals for the year. We are ensuring students are accountable for their learning, so these assessments are not just seen as additional tests, but utilized as one of the learning strategies as a part of their learning path for the year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Already this year teachers have participated in the following trainings in house or through the district: ELA Instructional materials, iReady Implementation (K-5), Benchmark Advance (K-2), BEST Standards (K-2), (ORR) Oral Running Records (K-5), ELA Plan (3-5), iReady Data Deep Dive (3-5), Professional Learning Communities (K-5)

Scheduled Professional Development for the remainder of the year include Benchmark Advance (3-5), BEST Standards (3-5), Integrating Technology (Beginning, Intermediate, & Advanced)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Considering our area of focus is ELA (5th grade) and they are the only grade level that made learning gains in the lower quartile last year, we will continue to implement our strategies that worked well for us. We will also utilize growth monitoring assessments school wide, so more students will make ELA learning gains and meet proficiency.

Utilizing our school wide systems of recognizing and monitoring subgroups, tracking data, and meeting regularly with students will assist in increasing student data and sustaining that improvement school year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The area of focus is 5th grade ELA. 41% of students in the 5th grade were proficient on the 2021 FSA. We also have 2 new ELA teachers to 5th grade. While they are not new teachers, one is new to the grade level having previously taught K and 3rd grade and one has taught 5th grade before but not in recent years and is also new to our school.
Measurable Outcome:	The school plans to achieve 55% proficieny in 5th grade on the 2022 FSA ELA.
Monitoring:	Monitoring will take place via classroom walkthroughs, monitoring student assessment results in iReady and data chats with teachers and students. We will also administer the growth monitoring assessment in iReady between AP 1 and AP 2 and between AP 2 and AP 3.
Person responsible for monitoring outcome:	Natasha Bell (natasha.bell@browardschools.com)
Evidence-based Strategy:	Small group targeted instruction.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is that it will give teachers an opportunity to provide students with instruction in a smaller setting that targets tehir weakness based on progress monitoring data.

Action Steps to Implement

Meeting with 5th grade teachers to review expectations of small group instruction and to ensure that small group instruction is on their daily schedule.

Person Responsible	Natasha Bell (natasha.bell@browardschools.com)

Provide support to 5th grade teachers in the area of creating their small groups based on data.

Person Responsible	Amadis Esquivel (amadis.esquivel@browardschools.com)

Conduct classroom observations to ensure that teachers are conducting small group instruction with fidelity.

Person Responsible	Natasha Bell (natasha.bell@browardschools.com)

Monitoring and tracking student progress using iReady, and facilitating data chats with teachers to discuss strengths, weakness, next steps, and target goal.

Person Responsible	Natasha Bell (natasha.bell@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our primary concern is to reduce the number of batteries and secondary is physical attacks. These took place 2 years ago during the 2019/2021 school year. We have consictently been working with students to provide them with strategies that they are able to use when they are in situations where they feel as if they have to use physical force. Our school counselor works with students who recieve such referrals and they are also often referred to outside counseling as well. We are also working to ensure that our school culture and environment is such that students are able to garner team building skills. We will monitor our behavior data at our weekly support staff meeting and discuss any student who needs additional support.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Building a positive school culture and environment is a priority of the leadership at Pembroke Pines Elementary. There are a variety of things being to done to assure that we maintain a positive school culture. Below are some of the things being done schoolwide:
1. Shared decision making across the campus. Soliciting input and feedback from staff prior to making decisions that affects staff.
2.Providing teachers the support they need to be able to deliver high quality instruction to all students.
3.. Engaging in mindfulness ans SEL activities for at least 10 minutes each morning as a school with students and staff.
4. Establishing a House System across our campus, where students, staff and teachers are all placed into hoouses to engage in team building activities.
5. Providing teachers the support they need to be able to deliver high quality instruction to all students.
6. Engaging staff in the work on Jon Gordan and his book The Energy Bus.
7. Engaging and working with teachers on equitable practices in the classroom.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Natasha Bell - School Principal - Shared decision making across the campus. Soliciting input and feedback from staff prior to making decisions that affects staff. Establishing a House System across our campus, where students, staff and teachers are all placed into hoouses to engage in team building activities.

Providing teachers the support they need to be able to deliver high quality instruction to all students.
Engaging staff in the work on Jon Gordan and his book The Energy Bus.
Lisa Rordiguez - Assistant Principal - Shared decision making across the campus. Soliciting input and feedback from staff prior to making decisions that affects staff. Engaging in mindfulness activities for at least 10 minutes each morning as a school with students and staff. Establishing a House System across our campus, where students, staff and teachers are all placed into hoouses to engage in team building activities. Providing teachers the support they need to be able to deliver high quality instruction to all students. Engaging staff in the work on Jon Gordan and his book The Energy Bus.
Amadis Esquivel - Providing teachers the support needed to provide high quality instruction to all students. (PD, Modeling, feedback)
Ximena Uribasterra -
Mariette Donate - School Counselor - working on mindfulness with students, teachers and staff.
Denise Soufrine - K Teacher - Engaging and working with teachers on equitable practices in the classroom.
All teachers and staff play a part in promoting a positive culture and environment at our school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		100-Salaries	1221 - Pembroke Pines Elementary Schl	Title, I Part A	3.5	$3,500.00
			Notes: These funds will be used to pay teachers' salaries to conduct ELO for targeted 5th grade students in ELA.			
					Total:	$3,500.00