

Broward County Public Schools

Pembroke Pines Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pembroke Pines Elementary School

6700 SW 9TH ST, Pembroke Pines, FL 33023

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------|---|
| Bell, Natasha | Principal | Instructional Leader of the school. Overall management of the school. |
| Clarke, Suzanne | Instructional Coach | Dr. Clarke is our ASD coach and works with teachers in ASD special program. |
| Donate, Mariette | School Counselor | Ms. Donate is our school counselor who oversees our guidance program, as well as testing. |
| Esquivel, Amadis | Reading Coach | Ms. Esquivel is our reading coach and oversees our literacy program. |
| Rodriguez, Lisa | Assistant Principal | Instructional Leader and overall school management |
| Uribasterra, Ximena | | Ms. Uribasterra is our ESE Specialist, who oversees our students with disabilities. |
| Martinez, Shirley | SAC Member | SAC Co-chair |
| Walden, Renee | SAC Member | SAC Co-Chair |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We hold monthly SAC meetings where attendees are updated on the progress of our SIP. All attendees have an opportunity to provide input into the plan and the SAC committee members all have an opportunity to vote.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored regularly for effective implementation at our monthly SAC meetings. We also visit it regularly at our support staff meetings and team leader meetings to ensure all teachers are effectively implementing the plan.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|---|
| 2023-24 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 |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 93% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | Yes |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: B |

| | |
|--|--------------------------|
| | 2018-19: B 2017-18: B |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 24 | 28 | 28 | 30 | 35 | 16 | 0 | 0 | 0 | 161 | |
| One or more suspensions | 0 | 0 | 0 | 7 | 9 | 9 | 0 | 0 | 0 | 25 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 16 | 34 | 30 | 39 | 24 | 28 | 0 | 0 | 0 | 171 | |
| Level 1 on statewide Math assessment | 0 | 14 | 28 | 35 | 27 | 30 | 0 | 0 | 0 | 134 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 5 | 33 | 30 | 39 | 28 | 25 | 0 | 0 | 0 | 160 | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 7 | 33 | 35 | 45 | 34 | 38 | 0 | 0 | 0 | 192 |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 8 | 5 | 2 | 14 | 17 | 0 | 0 | 0 | 46 |
| Students retained two or more times | 0 | 6 | 2 | 0 | 4 | 7 | 0 | 0 | 0 | 19 |

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 31 | 35 | 43 | 29 | 23 | 23 | 0 | 0 | 0 | 184 | |
| One or more suspensions | 1 | 2 | 3 | 5 | 14 | 14 | 0 | 0 | 0 | 39 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 20 | 19 | 23 | 0 | 0 | 0 | 62 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 23 | 24 | 34 | 0 | 0 | 0 | 81 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 12 | 11 | 3 | 3 | 6 | 0 | 0 | 0 | 36 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 13 | 10 | 13 | 23 | 28 | 0 | 0 | 0 | 88 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 9 | 7 | 5 | 1 | 0 | 0 | 0 | 0 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 31 | 35 | 43 | 29 | 23 | 23 | 0 | 0 | 0 | 184 | |
| One or more suspensions | 1 | 2 | 3 | 5 | 14 | 14 | 0 | 0 | 0 | 39 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 20 | 19 | 23 | 0 | 0 | 0 | 62 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 23 | 24 | 34 | 0 | 0 | 0 | 81 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 12 | 11 | 3 | 3 | 6 | 0 | 0 | 0 | 36 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 13 | 10 | 13 | 23 | 28 | 0 | 0 | 0 | 88 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 9 | 7 | 5 | 1 | 0 | 0 | 0 | 0 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 50 | 56 | 53 | 60 | 58 | 56 | 52 | | |
| ELA Learning Gains | | | | 64 | | | 42 | | |
| ELA Lowest 25th Percentile | | | | 47 | | | 45 | | |
| Math Achievement* | 50 | 62 | 59 | 59 | 54 | 50 | 48 | | |
| Math Learning Gains | | | | 66 | | | 30 | | |
| Math Lowest 25th Percentile | | | | 41 | | | 15 | | |
| Science Achievement* | 23 | 48 | 54 | 33 | 59 | 59 | 23 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 60 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 56 | 59 | 59 | 49 | | | 64 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

| ESSA Category (CSI, TSI or ATSI) | ATSI |
|--|------|
| OVERALL Federal Index – All Students | 46 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 229 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 99 |
| Graduation Rate | |

2021-22 ESSA Federal Index

| ESSA Category (CSI, TSI or ATSI) | ATSI |
|--|------|
| OVERALL Federal Index – All Students | 52 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 419 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|---------------|---------------------------------|--------------------|---|---|
| SWD | 23 | Yes | 2 | 1 |
| ELL | 37 | Yes | 1 | |
| AMI | | | | |
| ASN | 65 | | | |
| BLK | 36 | Yes | 1 | |
| HSP | 48 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 53 | | | |

2022-23 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|--|---------------------------|--|--|
| FRL | 40 | Yes | 1 | |

2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|----------------------|--|---------------------------|--|--|
| SWD | 32 | Yes | 1 | |
| ELL | 57 | | | |
| AMI | | | | |
| ASN | 90 | | | |
| BLK | 46 | | | |
| HSP | 56 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 65 | | | |
| FRL | 49 | | | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
|------------------|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|---------------------|
| All Students | 50 | | | 50 | | | 23 | | | | | 56 |
| SWD | 20 | | | 27 | | | 10 | | | | 5 | 36 |
| ELL | 44 | | | 46 | | | 9 | | | | 5 | 56 |
| AMI | | | | | | | | | | | | |
| ASN | 50 | | | 80 | | | | | | | 2 | |
| BLK | 43 | | | 45 | | | 15 | | | | 4 | |
| HSP | 57 | | | 54 | | | 21 | | | | 5 | 53 |
| MUL | | | | | | | | | | | | |

2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| PAC | | | | | | | | | | | | |
| WHT | 50 | | | 55 | | | | | | | 2 | |
| FRL | 43 | | | 44 | | | 12 | | | | 5 | 57 |

2021-22 ACCOUNTABILITY 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 2020-21 | C & C Accel 2020-21 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | 60 | 64 | 47 | 59 | 66 | 41 | 33 | | | | | 49 |
| SWD | 32 | 42 | 36 | 34 | 29 | | 20 | | | | | |
| ELL | 62 | 60 | | 59 | 74 | 60 | 33 | | | | | 49 |
| AMI | | | | | | | | | | | | |
| ASN | 80 | | | 100 | | | | | | | | |
| BLK | 56 | 60 | 35 | 58 | 57 | 33 | 23 | | | | | |
| HSP | 62 | 66 | 59 | 57 | 68 | 44 | 37 | | | | | 52 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 68 | 57 | | 63 | 71 | | | | | | | |
| FRL | 56 | 60 | 45 | 58 | 64 | 42 | 24 | | | | | 46 |

2020-21 ACCOUNTABILITY 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 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | 52 | 42 | 45 | 48 | 30 | 15 | 23 | | | | | 64 |
| SWD | 29 | 50 | | 31 | 20 | | 9 | | | | | |
| ELL | 52 | 48 | | 54 | 48 | | 35 | | | | | 64 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 43 | 50 | | 36 | 24 | | 14 | | | | | |
| HSP | 55 | 38 | | 55 | 36 | 9 | 31 | | | | | 66 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 65 | | | 48 | | | | | | | | |
| FRL | 47 | 40 | 44 | 44 | 27 | 18 | 23 | | | | | 61 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 46% | 56% | -10% | 54% | -8% |
| 04 | 2023 - Spring | 59% | 61% | -2% | 58% | 1% |
| 03 | 2023 - Spring | 45% | 53% | -8% | 50% | -5% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 49% | 62% | -13% | 59% | -10% |
| 04 | 2023 - Spring | 55% | 65% | -10% | 61% | -6% |
| 05 | 2023 - Spring | 40% | 58% | -18% | 55% | -15% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 21% | 46% | -25% | 51% | -30% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our students with disabilities performed the lowest on our state assessment. This trend continued from the 21-22 school year. Students not performing on grade level is a contributing factor.

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

Our 3rd grade ELA proficiency showed the greatest decline from the 21-22 school year to the 22-23 school year. They went from 62% proficiency to 45% proficiency. The factor that contributed to this decline is the large number of students entering 3rd grade reading below the 3rd grade level.

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

The greatest gap compared to the state average is our 3rd grade ELA proficiency. Statewide 50% of 3rd grade students were proficient on PM3 of the FAST assessment while 45% of our students were proficient on the same assessment. This is a new trend for us and has not always been the case. The large number of students entering 3rd grade reading below grade level was a factor as well as having to do the assessment online as opposed to paper and pencil.

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

Our math proficiency for students in grades 3-5 on PM 3 of the FAST assessment showed the most improvement. Overall as a school we went from 8% proficient for students in grades 3-5 to 48% of students in grades 3-5 demonstrating proficiency on PM 3 of the math FAST assessment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the performance of our students with disabilities on the ELA assessment.

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

1. Achievement of students with disabilities in ELA
2. 3rd grade ELA proficiency
3. 5th grade ELA proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive culture and environment related to teacher retention and recruitment is an area of focus for us.
We continue to strive for low teacher turn over at the end of each school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will have a less than 10% staff turnover rate by the end of the 23-24 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by the number of transfer requests submitted at the end of the year. Also the number of staff members who actually transfer or leave at the end of the year.

Person responsible for monitoring outcome:

Natasha Bell (natasha.bell@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be using mentoring as the intervention for this area of focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Assigning a mentor for new teachers as well as for teachers who are struggling will help create positive relationships. Research also shows that teachers who have a mentor are less likely to leave their school at the end of the year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Assigning a mentor to new/struggling teachers

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

By When: August 21st, 2023

Monthly meetings between mentor and mentee

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

By When: August 28th, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Less than 41% of our students with disabilities in grades 3-5 were proficient on PM 3 of the ELA FAST assessment in 2023. Therefore this is an area of focus for our school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June of 2024. students with disability will increase from 32% to 50% proficiency proficiency as indicated on the FAST ELA Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by:

1. Progress monitor performance on state PM assessments as well as I ready diagnostic assessments.
2. Bi-weekly meetings with ESE support facilitator working with students to assess progress
3. Data chats with teachers of these students to monitor progress.
4. Classroom walkthroughs to observe instructional strategies being implemented.

Person responsible for monitoring outcome:

Natasha Bell (natasha.bell@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group instruction will be intervention used to address this area of focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction is an instructional strategy where teachers are able to meet with select students in smaller groups to ensure that they are able to deliver personalized instruction to students. This way we are able to ensure that teachers are addressing the weaknesses of these students and meeting their needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will use small group instruction with our students with disabilities to ensure they are addressing their areas of weakness based on the data.

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

By When: August 28th, 2023

The progress of our students with disabilities will be monitored frequently.

Person Responsible: Shirley Martinez (shirleymartinez@browardschools.com)

By When: August 28, 2023

Data chats with the teachers of our SWD students will take place after each PM and I-ready diagnostic.

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

By When: April 30, 2023

Classroom observations to monitor the implementation of small group instruction.

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

By When: August 28, 2023-ongoing

Students will track their progress on assessments, using data binders.

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

By When: September 2023-June 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

During our monthly SAC meetings our funding will be reviewed and the principal will present resources needed by the school to assist with our area of focus. Our SAC members will have an opportunity to review resources and vote on whether to approve purchase for the school.

Our school monitors items purchased to see if they are effective. Assessment data is used to determine if the items purchased are effective.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

More than 50% of our students in Kindergarten performed below the 40% percentile in ELA on PM 3 of the STAR literacy assessment. This is an area of focus for our school. Teachers in grades K-2 will work

with targeted students in small group daily to ensure they are addressing their area of weakness based on assessment data from our PM and I ready diagnostic assessments. Students will also use I ready for at least 45 minutes per week and work on either their pathway as assigned based on the their diagnostic results or lessons assigned by their teacher. We will also look at student test data on formative assessments given in class.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

More than 50% of students in grades 3 did not score a level 3 or above on PM 3 of the ELA FAST assessment. This will be an area of focus for us and teachers in grades 3-5 will work with targeted students in small group daily to ensure that their weakness is being addressed based on assessment data. Students will also use I ready for at least 45 minutes per week and work on either their pathway as assigned based on the their diagnostic results or lessons assigned by their teacher. We will also look at student test data on formative assessments given in class.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By June 2024, the percentage of students in Kindergarten scoring below the 40% percentile will decrease from 61% to 45% on PM 3 of the STAR Early literacy assessment

Grades 3-5 Measurable Outcomes

By June 2024, the percentage of students scoring a level 3 or above will increase from 47% to 60% on PM 3 of the ELA FAST assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our area of focus will be monitored by:

1. classroom observations. Admin will conduct classroom visits to ensure that teachers are delivering standards based instruction, utilizing small group instruction and conducting student data chats with their students.
2. Data chats with teachers after each PM and I ready diagnostic.
3. Progress monitor student performance on PM 1, 2 and 3

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bell, Natasha , natasha.bell@browardschools.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will provide standards based instruction to all students in their particular grade level Teachers will also conduct small group lessons with students to ensure that they are reteaching any standard not mastered based on assessment data. Students needing additional support will also receive services from a reading resource teacher who will support the work being done by the teacher in the classroom. Students will use I ready as a supplement to the instruction they are receiving from their classroom teachers. This program is aligned to the B.E.S.T. ELA standards and allow students to work at lessons designed for them at the level they are performing at.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Our district has purchased I ready for all elementary schools and it has shown to be very useful and successful when used with fidelity in assisting students close their achievement gap. I ready will place students on a pathway, based on diagnostic data and allow students to work on activities in areas where they are showing weakness.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| Teachers will be provided with professional development in the Science of Reading. They will attend 3 sessions this school year. | Bell, Natasha , natasha.bell@browardschools.com |
| Classroom observations will take place to ensure that teachers are implementing standards based instruction. Teachers will be provided coaching in this area if it is deemed that they need additional support. | Bell, Natasha , natasha.bell@browardschools.com |
| Assessment data will be monitored and adjustments to instruction based on the data. | Esquivel, Amadis, amadis.esquivel@browardschools.com |

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Our SIP plan is made publicly available on <https://www.browardschools.com/pembrokepines>.

Our SIP will be disseminated to our stakeholders at our monthly SAC meetings. We will also provide the link to our website where this can be viewed in our Monthly newsletter.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Family Engagement Plan is made publicly available on <https://www.browardschools.com/pembrokepines>.

Our schools holds parent nights where parents are able to get information about our academic programs. We also partner with our PTA to hold movie nights, multicultural night as well as Bingo night. These events helps tp bring our families out to our school and fellowship as a school family. Weekly parent messages are sent home by the principal keeping them updated on the events at our school and we also send out a monthly newsletter.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We plan to continue with our intervention period that we started last year. This period is designed to allow our most struggling students (our SWD students) an opportunity to be pulled into a small group for reading and their weakness addressed. We will also provide Camp Pirate, our ELO program. Here

students will receive after school tutoring. For those students needing enrichment this will also be accomplished in our 30 minute intervention block. These students will be provided opportunities for acceleration and enrichment, through I ready.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school counselor provides a counseling program where students and their families are able to access services as they need. Th

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school implements a RTI/MTSS plan to address the needs of our most struggling learners. Our RTI team meets weekly with classroom teachers to develop plans for these students. They are monitored and data reviewed at each meeting.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will continue to receive PD in the BEST standards, our adopted texts as well as the science of reading.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We have 2 VPK classes, and they are incorporated into our everyday school life on our campus. This helps to make their transition to K easier and smoother.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | |
|--------|--------|--|--------|
| 1 | III.B. | Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment | \$0.00 |
| 2 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No