

# The City of Pembroke Pines Charter Middle School



2015-16 School Improvement Plan

## Pembroke Pines Charter Middle School

18501 Pembroke Road, FL 33029  
12350 Sheridan Street, FL 33026

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

29%

**Alternative/ESE Center**

No

**Charter School**

Yes

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
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 noncharter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

## Table of Contents

---

<b>Purpose of the School Improvement Plan</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>4</b>
<b>Current School Status</b>	<b>5-13</b>
<b>Goals and Action Plan for Improvement</b>	
<b>Goals</b>	<b>14</b>
<b>Action Steps and Rationale</b>	<b>15</b>
<b>Monitoring the Effectiveness of the Action Steps</b>	<b>16</b>

## Purpose 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. 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.

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA		

## Part I: Current School Status

### Supportive Environment

#### Our 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 life-long learning through a challenging educational experience in a safe environment.

### School Environment

Upon acceptance to Pembroke Pines Charter Middle School (PPCMS) via a lottery system, every student completes an enrollment application prior to attendance. Through annual surveys, PPCMS gains insight about the relationship between teachers, parents and students. The survey data are disaggregated and areas for improvement are addressed by the administration.

Additionally, PPCMS learns about students' cultures through a variety of activities that engage students and teachers in shared experiences. Through the mentoring program, students have the opportunity to express interests 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 embraces 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 with a monthly focus on diversity awareness. An annual celebratory activity is dedicated to accepting all cultures reflected at the school.

### Creating a Safe Environment

PPCMS has policies and procedures in place to ensure the safety and security of all students during arrival, dismissal, and throughout the school day. The school's Safety Plan provides clearly delineated instructions in the event of a fire, tornado, lock down, or other crisis. The plan also provides guidelines for 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 Pembroke Pines Fire Marshall.

The physical layout of the school is designed to have a single entry point where all visitors sign in and are screened by the front office staff. Common areas are secured. Doors and stairs are clearly labeled to ensure the flow of pedestrian traffic is efficient. Teachers and staff serve as monitors before and after school and during class transitions to preserve the safety of all students. Staff members and students wear identification badges and the student uniform policy allows for easy recognition of PPCMS students.

In all classrooms, a safe and secure environment is maintained through a monitored system of behavior that respects the rights of all. These procedures ensure that students are able to voice their ideas through pair, collaborative, and whole-class discussions with the expectation that their opinions will be not only heard, but acknowledged and appreciated. Students also participate in programs such as Anti-Bullying Awareness and Gang Resistance Education and Training (G.R.E.A.T) that help strengthen the safety and security of students by promoting a school climate of respect for all.

The before school and after school programs offer parents a safe place for children. Students complete homework and engage in recreational activities.

Before school begins, students congregate in several safe areas, including the cafeteria, airnasium, band room, and media center, all of which are under adult supervision. In addition, students who participate in before or after school clubs meet with their teacher sponsor and are supervised until classes begin or parents pick them up.

Transportation is provided to students who participate in athletic or academic events for training and competition.

### **School-Wide 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 implements a Proactive Discipline plan that adheres to the School Board of Broward County's Code of Conduct and serves as a guide to assist students, parents, teachers and school administrators. The goal of the Code of Student Conduct is to provide guidelines for a safe and orderly environment for both staff and students, where teachers can instruct and students can learn. School personnel are trained on interventions and behaviors as it relates to students' academic achievement. The plan includes a discipline matrix that outlines consequences for inappropriate behavior. Parents and students must sign acknowledging that they have read the discipline expectations.

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

PPCMS takes pride in providing services that cater to the whole child. Every campus has an onsite full-time Guidance Counselor. Counselors are responsible for supporting students through individual, small, and large group sessions focusing on social-emotional development. In addition, counselors lead the Rtl (Response to Intervention) process to monitor student progress in both behavioral and academic areas.

Each campus also has a Collaborative Problem Solving Team (CPS) that oversees the Multi-Tiered System of Support (MTSS) process and meets routinely to evaluate student performance and provide support for instructional and behavioral interventions. A district provided school psychologist continuously consults and collaborates with the CPS team to meet students' needs.

The Exceptional Student Education (ESE) department provides students with services to meet their needs based on Individual Education Plans (IEP). Resources are also available to parents in reference to particular learning disabilities, emotional support groups, and strategies to use at home with their child.

### **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 and guardians 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. PPCMS fosters open and positive lines of communication via the school and teacher websites, global emails, newsletters, social media, online grade books, student agendas, and a communications system (Parent Link), which sends voice and text messages, and email. These modes of communication continually keep parents abreast of their child's progress. The school also posts a copy of the most recent School Accountability Report for all stakeholders to review.

PPCMS is continuing its effort with the Support Our Schools campaign, which has increased partnerships within the community and provided additional funding. The Parent-Teacher-Student Association takes an

## Pembroke Pines Charter Middle School 2015-16 SIP

active role 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 Advisory Board provides guidance and recommendations for funding sources that would help sustain a positive learning environment. There are a variety of student clubs and organizations that engage in service projects that support local, regional and national programs.

**Effective Leadership**

<b>Central Campus Leadership Team</b>	
Sean Chance	Principal
Kimberly Pizzo	Assistant Principal
Lina Marrero	Curriculum Specialist & Cambridge Coordinator
Jill Bear	Guidance Counselor
Nancy Altimore	ELA Department Chair
Robert Marinelli	Reading Department Chair
Elena Carey-Walker	Reading Coach
Piper Spencer	Science Department Chair
Judy Mulchan	Social Studies Department Chair
Vincent Verdile	Math Department Chair
Gershia Ardo	Math Coach
Kerry Guevarra	ESE Director
<b>West Campus Leadership Team</b>	
Michael Castellano	Principal
Channale Augustin	Assistant Principal
Karina Raimont	Curriculum Specialist & Reading Coach
Deidra Blackburn	Guidance Counselor
Isabelle Leger	Cambridge Coordinator
Veronica Lesmes	ELA Department Chair
Gladis Lebron	Math Department Chair
Deanne Reynolds	Social Studies Department Chair
Yiniola Cosio Fermin Vasquez	Science Department Chair
Maria Marquez	ESE Director



## Roles and Responsibilities

The PPCMS leadership team provides direction, instruction, and guidance to teachers and staff by understanding team members' strengths, challenges, and motivations. The team meets regularly to develop strategies to reach goals, provide professional development, communicate clear instructions to team members, listen to team members' feedback, monitor team members' participation in initiatives, ensure implementation of professional development, and also to assess further needs. The leadership group invests in school related issues, including the establishment of common policies, curriculum alignment, organizational development, and initiatives that will lead to school improvement and increased student academic achievement.

Michael Castellano and Sean Chance are the Principals of the Pembroke Pines Charter Middle School for West Campus and Central Campus respectively. They meet regularly with the assistant principals, curriculum specialist, guidance counselors, teachers, and staff to discuss curriculum and instruction, day-to-day operations, safety, and information 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, providing information on school activities and functions and also send out a "Principal's Report" with pertinent information for the staff. Additionally, the principals are responsible for the allocation and disbursements of budgetary finances to ensure all students receive an equitable education and that a clean, safe, and orderly environment is accessible to all stakeholders.

Channale Augustin and Dr. Kimberly Pizzo are the Assistant Principals of the West Campus and Central Campus respectively. The assistant principals meet regularly with the leadership team, teachers, staff and students to discuss day-to-day operations, school safety procedures, student data, curriculum and instruction. They serve as the school liaison for the Parent Teacher Student Association and provide support in all their fund raising activities. The assistant principals are the main contact for disciplinary issues in the school and also perform walk-throughs and observations.

Mrs. Deidra Blackburn and Jill Bear are the Guidance Counselors for the West Campus and Central Campus respectively. Each counselor meets often with the leadership team, teachers, staff, and students in the areas of academic performance, personal/social issues and college career readiness. They work with small groups of students, individual students, and classes to implement the comprehensive annual guidance plan. They oversee the Character Education program, Anti-bullying program, and help students' development of social skills. In addition, they serve as Testing Coordinator for their campus. Each serves as the Interventionist Team Leader, Section 504 Liaison, Child Abuse Designee, and Homeless Education Liaison. They also oversee the data management system that monitors students' progress in Response to Intervention.

Karina Raimont and Lina Marrero are the Curriculum Specialists for the West Campus and Central 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 implement school-wide initiatives. Along with administrators, they develop an annual school improvement plan. They conduct professional development trainings for teachers. Also, they 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 that focus on increasing student achievement. They meet with team leaders and Professional Learning Community (PLC) facilitators on a regular basis in order to assist with 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 online platforms such as FAIR, ConnectEd by McGraw Hill, Think Central by Houghton Mifflin Holt (HMH), my.hrw.com by HMH, EdPlicity by Voyager Sopris, and SuccessMaker by Pearson.

The Department Chairs serve as leaders and mentors within their departments to ensure that the curriculum at each grade level is aligned to the Florida 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 the curriculum specialists, guidance counselor and ESE team to provide research-based interventions.

Maria Marquez and Kerry Guevarra are the ESE Directors for West and Central Campus respectively. They organize, supervise, and administer the exceptional student education program. ESE support staff provides services that align with students' exceptionalities and oversee the creation and implementation IEPs and EPs. ESE representatives are members of the CPS team and provide insightful information for students receiving services or interventions.

Isabelle Leger and Lina Marrero are the Cambridge International Exams Secondary 1 (CIE) Coordinator for West and Central Campus respectively. They oversee the connection and alignment of the CIE curriculum to the Florida Standards in ELA and Science. The CIE Coordinator supports teachers in the implementation of the Secondary 1 standards with the overarching principle of implementing a global perspective within the curriculum.

### **Identifying and Aligning Resources**

The PPCMS leadership team meets regularly to disaggregate, analyze, and disseminate 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 are provided to teachers through on-site PLCs, 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 PPCMS 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.

Department heads submit annual budget requests for supplemental materials and ancillary supplies. School administrators oversee the budgets for each campus and work in collaboration with the book keeper and the city administrators for final approval of all purchases.

**Literacy Leadership Team (LLT)**

<b>Central Campus Leadership Team</b>	
Sean Chance	Principal
Kimberly Pizzo	Assistant Principal
Lina Marrero	Curriculum Specialist
Robert Marinelli	Reading Department Chair
Elena Carey-Walker	Reading Coach
Jill Bear	Guidance Counselor
Lisa Ivanik-Geller	Media Specialist

<b>West Campus Leadership Team</b>	
Michael Castellano	Principal
Channale Augustin	Assistant Principal
Karina Raimont	Curriculum Specialist & Reading Coach
Deidra Blackburn	Guidance Counselor
Lisa Bonawitz	Reading Resource Teacher
Isabelle Leger	Media Specialist

**Describe how the LLT promotes literacy within the school**

PPCMS 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 in the area of literacy.

The team organizes and implements school-wide literacy initiatives that promote life-long literacy skills, including the annual book fair, literacy week, Accelerated Reader program, SuccessMaker and iLit. In addition, literacy initiatives include teacher led book talks, as well as peer book talks, where students share their love of reading. In addition, the team leads parent workshops that provide tools for parents to help their children be successful.

Support and direction is provided to teachers through on-site Professional Learning Communities, and additional resources such as webinars and online forums. The leadership group dedicates time to address issues of literacy that have a long-term impact on student learning.

PPCMS 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 students' achievement:

1. Student-centered activities and numerous opportunities are given for collaboration, application of critical thinking skills, and participation in meaningful discussions.
2. Through the school-wide Accelerated Reading Program, students meet or exceed their quarterly goals to increase vocabulary and comprehension skills.
3. Technology programs such as SuccessMaker, iLit, Edmodo Snapshots, MyHWR, and ThinkCentral are used as supplemental resources to remediate and enrich students.
4. The Media Specialist implements and promotes Literacy Week, and other programs that support literacy initiatives.
5. The LLT is also part of the CPS Team that target students in the bottom quintile.

### **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. Throughout the school year, progress monitoring data drives the focus of the PLC with the same end goal: increase student performance.

Through common weekly instructional planning time that fosters collaboration and strengthens alignment across the grade levels, teachers enhance their instructional practices. Curriculum Specialists work together developing system-wide policies and procedures to create an atmosphere that fosters and nurtures growth. The new teacher program for the system supports new educators through mentoring and continuous observation.

At the City of Pembroke Pines Charter Middle School, the safety, security, acceptance, and success of all students are first and foremost. Through transparency of student data, PPCMS 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**

PPCMS 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 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 a 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. Continuous monitoring provides the mentor and mentee opportunities for feedback.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Alignment to Florida standards**

PPCMS 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**

PPCMS uses data from multiple sources to identify needs and implement high-probability instructional strategies, including differentiated instruction and researched based instructional programs that focus on students' unique needs. Educational activities and lessons are tailored to the instructional level of each group. Teachers differentiate instruction through flexible grouping, ongoing assessment, and students' interests.

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 RtI process. The RtI process ensures students receive targeted instructional support to address any academic deficiencies. Performance Matters data management system is used to monitor students regularly throughout the school year.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**B** =  
**G** = Goal                      **S** = Strategy  
Barrier

**1** = Problem Solving Step       **S123456** = Quick Key

## Strategic Goals Summary

**G1.** Reading – By June 2016, the percentage of students with a T Score in the English Language Arts Florida Standards Assessment of 50 or above in grades 6, 7 and 8 will increase from 81% to 83%.

**G2.** Mathematics – By June 2016, the percentage of students with a T Score in the Mathematics Florida Standards Assessment of 50 or above in grades 6, 7 and 8 will increase from 68% to 71%.

**G3.** Science – By June 2016, the percentage of students in grade 8 scoring at level 3 or above on the Florida Standards Science Assessment will increase from 84% to 86%.

**G4.** Civics – By June 2016, the percentage of students in grade 7 scoring at level 3 or above on the Civics End-of-Course assessment will increase from 90% to 92%.

**G5.** Algebra I – By June 2016, the percentage of students in Algebra I scoring at level 3 or above on the Algebra End-of-Course assessment will remain at 99%.

**G6.** Geometry - By June 2016 the percentage of students with a T Score of 50 or above in grade 8 in the Geometry EOC will remain at 100%.

### Action Steps and Rationale

Identified Goal	Action Steps	Rationale
<p>ELA – By June 2016, the percentage of students with a T Score in the English Language Arts Florida Standards Assessment of 50 or above in grades 6-8 will increase from 81% to 84%.</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>Mathematics – By June 2016, the percentage of students with a T Score in the Mathematics Florida Standards Assessment of 50 or above in grades 6-8 will increase from 69% to 71%.</p>	<p>2. Data Analysis and Evaluation</p>	<p>2. Leadership team, support staff, and teachers meet to disaggregate, analyze, and interpret data to determine student needs.</p>
<p>Science – By June 2016, the percentage of students in grade 8 scoring at level 3 or above on the Florida Standards Science Assessment will increase from 84% to 86%.</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>Algebra I- By June 2016, the percentage of students in Algebra I scoring at level 3 or above on the Algebra End-of-Course assessment will remain at 99%.</p>	<p>4. Professional Development</p>	<p>4. Teachers improve instructional strategies through local, state, and online professional development aligned to student needs.</p>
<p>Geometry – By June 2016 the percentage of students with a T Score of 50 or above in grade 8 in the Geometry EOC will remain at 100%.</p>	<p>5. Common Planning and Alignment</p>	<p>5. Teachers collaborate among grade level and subject areas to provide consistency of instruction and assessment.</p>
<p>Civics – By June 2016, the percentage of students in grade 7 scoring at level 3 or above on the Civics End-of-Course assessment will increase from 90% to 92%.</p>	<p>6. Progress Monitoring</p>	<p>6. Collect and analyze data to determine students' proficiency of grade level standards.</p>
<p>Geometry – By June 2016 the percentage of students with a T Score of 50 or above in grade 8 in the Geometry EOC will remain at 100%.</p>	<p>7. Technology Intervention Support Programs</p>	<p>7. Technology programs provide additional support for students at their instructional level in reading, mathematics, and science.</p>
<p>Civics – By June 2016, the percentage of students in grade 7 scoring at level 3 or above on the Civics End-of-Course assessment will increase from 90% to 92%.</p>	<p>8. Remedial Tutorial Sessions</p>	<p>8. Standards-based curriculum designed to remediate gaps in student achievement.</p>



### **Monitoring the Effectiveness of the Action Steps**

- Classroom walk-through 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 RtI 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.