

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Dr. Lisa Libidinsky

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pembroke Pines-Florida State University Charter Elementary School

(As it should appear in the official records)

School Mailing Address 601 SW 172nd Avenue

(If address is P.O. Box, also include street address.)

City Pembroke Pines State FL Zip Code+4 (9 digits total) 33029-4003

County Broward State School Code Number* 73-0351

Telephone 954-499-4244 Fax 954-499-3016

Web site/URL http://pinescharter.net E-mail llibidinsky@pinescharter.net

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mr. Charles Dodge

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: cdodge@ppines.com

Other)

District Name FSU District (FSU-Broward) Tel. 954-499-4244

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mayor Frank Ortis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 1 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	47	48	95
1	51	51	102
2	57	57	114
3	58	58	116
4	63	66	129
5	61	62	123
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	337	342	679

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 8 % Asian
 - 27 % Black or African American
 - 33 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 25 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	679
(5) Total transferred students in row (3) divided by total students in row (4)	0.037
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
16 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Spanish, Malayalam, Chinese, Creole, Tamil
8. Students eligible for free/reduced-priced meals: 28 %
 Total number students who qualify: 188

Information for Public Schools Only - Data Provided by the State

The state has reported that 16 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
64 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>21</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>11</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>49</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Pembroke Pines-Florida State University Charter Elementary School’s vision is to create a collaborative learning community that cultivates character and provides a challenging curriculum. The mission of the school is to provide a personalized learning experience that prepares all students to become global citizens.

PART III – SUMMARY

Pembroke Pines-Florida State University Charter Elementary School is located in the City of Pembroke Pines, Broward County, Florida. Founded in 2003, it is part of the Pembroke Pines Charter School system which consists of four elementary schools, three middle schools, and one high school. The system is a high-performing, municipally-run school system through the City of Pembroke Pines that serves over 5,000 students. It has been recognized for several accomplishments throughout the years, including the 2007 National Charter Schools of the Year award. The other campuses of the Pembroke Pines Charter School system have their charters through Broward County Public Schools. The Pembroke Pines-Florida State University Charter Elementary School is the only campus that has a charter with Florida State University and is a part of the FSU District.

The school is also a professional development school partnering with Florida State University. There are 679 students in the school. There are five classes per grade level in grades kindergarten through fifth, a Center for Children with Autism, and two multi-aged gifted classes. The school services exceptional education students and English language learners. Highly qualified teachers and a dedicated support staff ensure an environment that is conducive to learning.

The students are admitted to the school through a thorough lottery process that is based on ethnicity, socioeconomic status, and gender, resulting in a diverse population. The school tries to maintain target population percentages based on the demographics of Broward County.

As a professional development school, Pembroke Pines-Florida State University Charter Elementary School works collaboratively with Florida State University. The school has a Professional Development Council that consists of individuals from the City of Pembroke Pines, staff members, parents, and professors from the university. Through collaboration, several initiatives have taken place throughout the years. The school also hosts interns from the university. Through the relationship with Florida State University, the school is working to become a mature professional development school.

The school strives to create a collaborative learning community by involving all stakeholders. Students, parents, and staff members are acutely involved in community activities. In addition, families are highly encouraged to be involved in school functions, activities, and their children's learning. All families must complete thirty service hours a year, which enhances communication and involvement in the school. The support of volunteers is invaluable. They provide instructional opportunities during career day, participate in school events, work with small groups of students, organize activities, enhance celebrations, and support faculty and staff. The Parent Teacher Association (PTA) of the school is extremely active. Volunteers devote countless hours to provide the school with various programs and activities. Funding has always been a challenge, so the PTA is continually trying to fundraise in order to equip the school with technology, supplies, and curricular materials.

High academic standards are maintained at Pembroke Pines-Florida State University Charter Elementary School. The school has successfully achieved an 'A' rating every year since its inception. Teachers and staff members are committed to providing a rigorous curriculum that challenges students to succeed. Interventions are also implemented to assist striving students who may need individualized attention in order to meet the demands of the curriculum. In addition, the school provides tutoring and support to the students. Students are also rewarded for achieving Principal's Honor Roll and Gold Honor Roll.

Pembroke Pines-Florida State University Charter Elementary School centers on the "whole child." Students are exposed to the arts, invited to participate in multicultural activities, and offered opportunities to participate in physical fitness programs. Students participate in Red Ribbon Week, GRADE (Gang Resistance and Drug Education) program, "Beary Safe" program, KAPOW (Kids and the Power of Work,) and many more programs that allow them to learn about proper choices, citizenship, and responsibility. Special activities such as the science fair, Reflections art program, Meet the Masters art program, drama club performances, dance team performances, chess club, Jump Rope for Heart, and nutritional programs are just some of the extra-curricular activities that allow students to learn so much more than what is written in

the curriculum. The school is also highly involved in the community. Participation in the City of Pembroke Pines activities is an integral part of the school climate. City officials visit the school regularly and also participate in school activities.

The school has a climate that is nurturing and comforting for students, parents, community members, and staff. Often, individuals mention being a part of the 'charter family.' Families return to the school many years after their children move on to the middle and high schools. They continue to participate in school functions and support the teachers. Pembroke Pines-Florida State University Charter Elementary School is truly a special place that supports all involved. Receiving the National Blue Ribbon Schools award would be a huge honor that would be shared by the entire community, who have been dedicated and devoted to making the school an exemplary setting in which to educate students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Pembroke Pines-Florida State University Charter Elementary School supports instruction through the development of a challenging and rigorous curriculum that is aligned to the Florida Standards. These standards provide clearly defined expectations for student learning and a measure of accountability for student achievement. Supplemental materials are reviewed by the leadership team and input from the team leaders is used prior to purchasing new items. In addition, teachers use multiple resources to create thematic unit plans which include various activities to increase critical thinking skills. Common formative assessments, summative assessments, and multiple diagnostic tools are used to ensure students are meeting progress in all standards.

Educators at Pembroke Pines-Florida State University Charter Elementary School provide an enriched English language arts (ELA) curriculum that focuses on the following areas: Reading Foundational Skills, Reading Standards for Literature, Reading Standards for Informational Text, Standards for Speaking and Listening, and Writing and Language Standards. By examining educational practices and learning progression charts, teachers develop differentiated lessons to ensure students' mastery towards meeting the grade level expectations which prepares students for college and career readiness. Students acquire foundational literacy skills through explicit instruction of phonics, phonemic awareness, and word recognition. In the integrated ELA block, there are student-centered activities that address oral language and literacy skills. Students are also supported by various technology programs, such as SuccessMaker and Discovery Education. The school follows the multi-tiered system of student supports and data-driven collaborative problem solving to target the literacy development needs of learners at all instructional levels.

The mathematics curriculum involves teaching and understanding procedural and conceptual skills in the following domains: Operations and Algebraic Thinking, Numbers and Operations in Base Tens, Fractions, Measurement and Data, and Geometry. When teaching mathematics, teachers implement strategies that promote the cognitive processes through multi-faceted problem solving and learning for transfer to real life. Students acquire basic foundational skills by working together collaboratively to build higher order thinking skills. Other resources contributing to the foundational math skills of all learners include Acaletics, Think Central, and SuccessMaker. The math and intervention programs involve increasingly higher intensity instruction based on the differentiated needs of students. Based on progress monitoring and data analysis of assessments, students are regularly evaluated to ensure effective response to classroom instruction and/or intervention.

The social studies curriculum is based on Florida Standards consisting of the following strands: American History, Civics and Government, Economics, and Geography. The social studies standards are incorporated into interdisciplinary thematic units. Performance tasks are designed and differentiated to actively involve all students in meaningful experiences in which they create projects, models, and real-life productions. Teachers and students use rubrics, scales, and self-assessments to evaluate their knowledge of skills and/or tasks. Lessons and activities are created to meet the unique needs of the student.

The science curriculum is part of the Next Generation Sunshine State Standards (NGSSS). The NGSSS consist of Earth and Space, Life Science, Nature of Science, and Physical Science. Educators engage students in problem-based learning activities to organize, structure, and use information in context to solve complex real-life problems. The cooperative learning approach is employed to give students opportunities to work in groups. In order to meet below grade level students' needs, teachers facilitate individual and small group games and simulations to engage the students in problem solving and decision-making experiences to enhance student learning. When meeting the needs of students who function above grade level, teachers integrate project-based learning, such as coding, genius hour, and web-based activities.

Students are provided with research-based curriculum materials and resources that are correlated to the Florida Standards. The teachers pull from multiple sources including, but not limited to basal textbooks, novels, periodicals, classroom magazines, and educational resources available on the CPALMS. For

students scoring below grade level, they are explicitly taught using evidence-based programs such as Wilson Foundations, Phonics for Reading, Intermediate Rewards, and GO Math Strategic Intervention in a small group setting. Enrichment materials provided by textbook publishers are utilized to expand students' learning beyond the core curriculum. Guest speakers, field trips, and other experiential learning activities are provided to maintain the high excellence of education as evidenced by the school's A+ Plus rating.

2. Other Curriculum Areas:

Pembroke Pines-Florida State University Charter Elementary School implements several non-core subjects which include art, music, physical education, health and technology. These non-core subject areas are vital to the development of these essential skills: critical thinking and reflection, historical and global connections, innovation, technology and the future, organizational structure, skills, techniques, and processes. In addition, cognitive abilities, lifetime fitness, movement competency, responsible behaviors, and values are all important fundamentals of the students' education.

The art program allows all students to create and share personal works of art with others. Students are actively engaged learners who create and interpret art, as well as develop cognitive processes to appreciate artistic intent. This program invites all students to draw connections among the arts and other disciplines, which strengthens their learning and their ability to transfer knowledge and skills to and from other fields. Annually, the school participates in various art shows and exhibitions throughout the community.

The music program at the school fosters critical thinking and reflection towards diverse types of music, while providing a foundation for an appreciation of music and the arts. Students respond to music through hands-on, kinesthetic learning while identifying beat, rhythm, and melodic differences. Through singing and movement to multicultural music, students learn to respect diverse cultures in the world. The school sponsors a drama club which fifth graders may join to participate in, and perform a musical production for the community. Other clubs that the music program sponsors include chorus, a dance team, drumline, and a poetry club. The music program, along with these other clubs, draws connections between the curriculum, essential skills, and knowledge by actively engaging all students in reading music, counting beats, physically moving, and developing character.

The physical education competencies are met through various educational activities such as structured games, gymnastics, dance, rhythm, and team sports. Other programs sponsored by the physical education program include Jump Rope for Heart and a school wide field day which promotes and encourages team building skills as well as parent involvement. The physical education program draws connections between the curriculum and essential skills and knowledge by encouraging all students to analyze and evaluate movement concepts, recognize safety rules, develop a sense of self, read visual cues, evaluate movements, and keep track of physical motions in a variety of physical activities.

Pembroke Pines-Florida State University Charter Elementary School has a media center equipped with a collection of media and informational resources to assist the students in the achievement of their educational goals. The media teacher and associate aid students and teachers in retrieving all necessary information to meet their curricular needs. Located in the media center are mobile laptop units and digital response systems that are used to create a digital learning environment for researching and gathering information for collaborative projects. These laptop units and response systems are available for checkout, so educators may utilize these tools in the classrooms as well. In addition, teachers and students have access to technology such as interactive whiteboards and Web 2.0 applications that help enhance the technological skills of all learners.

Acquisition of technology skills is needed to prepare today's learners for college and career readiness. Students in all grade levels use computerized learning enrichment programs and adaptive computerized assessments to track and measure progress. In the classroom, students use technology to construct new knowledge, communicate and collaborate, research, and problem-solve. All students have access to Microsoft Office and teachers use many Web 2.0 applications for students to create innovative projects and practice their keyboarding skills.

The students in the school participate in art, music, physical education, and media once a week. These courses are taught by teachers who are experienced in their fields. The other non-core subjects are taught by the classroom teachers or through guest speakers and other support staff members. These non-core subjects greatly enhance the curriculum.

Other non-core subjects such as health and nutrition are integrated into the curriculum through interdisciplinary units. Classroom teachers use available resources to instruct students in the areas of mental health and wellness and physical health wellness. Students participate in a nutritional program throughout the school year with activities focusing on developing healthy eating habits.

3. Instructional Methods and Interventions:

Educators use specialized teaching strategies and resources to assist all students in the multi-tiered system of supports. The students in the Exceptional Student Education program and English language learners also acquire academic skills that contain scaffolded lessons to ensure optimal learning experiences. The administration, instructional, and support staff ensure successful implementation of school-wide goals to increase students' achievement by implementing pedagogical methods, monitoring intervention programs, and evaluating conditions that support the learning environment.

Pembroke Pines-Florida State University Charter Elementary School implements the Daily 5 literacy management system that allows teachers to use a variety of teaching approaches to aid in increasing students' academic performance. The Daily 5 is a school-wide initiative that promotes common language and sets and defines literacy goals for every student. Clear expectations are articulated with exemplars to assist students in meeting individual learning goals in differentiated, student-centered activities. Numerous opportunities are given for students on all levels to collaborate, apply critical thinking skills, and participate in meaningful discussions, whether in whole group or a small group setting.

The Daily 5 gives teachers the ability to use a variety of instructional strategies designed to facilitate student learning. The teacher follows and implements the Comprehension Instructional Sequence (CIS) to strengthen students' critical thinking and comprehension of complex text. This tiered instructional process provides students with differentiated instruction tailored to their academic needs. Interventions are delivered in a teacher-led center that focuses on explicitly taught lessons from research-based programs. Other students use adaptive computerized software that supports their academic learning goals set by the teacher. In the literacy centers, peer interaction involves students working together to complete performance tasks or respond to questions about an assigned reading topic.

Project CRISS (Creating Independence through Student-owned Strategies) is used by highly qualified teachers to address the various learning styles of all students. The use of CRISS strategies, especially metacognition, purpose setting, active learning, and teaching for understanding, moves students toward higher order thinking skills. This comprehensive, evidence-based collection of teaching methods helps students create student-owned strategies when working independently or in homogenous or heterogeneous group settings. For example, Reciprocal Teaching encourages students to think about their own thought processes during reading. This method is used in small group reading sessions and promotes critical thinking skills. Most importantly, Reciprocal Teaching encourages questioning strategies, provides immediate feedback, and builds interaction among students and the classroom teacher.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Pembroke Pines-Florida State University Charter Elementary School teachers diligently strive to achieve significant learning gains in reading and math. During the academic years of 2010-2014, third through fifth grade students outperformed the state and local elementary students residing in Broward County. Through fiscally tight economic times in education funding with both local and state dollars during a transitional time with state- adopted standards, Pembroke Pines-Florida State University Charter Elementary School was not only able to remain competitive but produce positive data trends in both reading and math.

Pembroke Pines-Florida State University Charter Elementary School's reading data shows a 13% growth over a four year span from 73% of third graders being proficient in reading in 2010 to 86% in 2013. In fourth and fifth grade reading in the same four year span, the students reached or exceeded the previous years' proficiency in four of the six testing windows.

In mathematics, the school's data shows a 15% growth over a four year span from 76% of third graders being proficient in math in 2010 to 91% in 2013. In fourth and fifth grade math in the same four year span, the students reached or exceeded the previous years' proficiency in four of the six testing windows.

In 2013-2014 86% of the third grade students who were classified as socio-economically disadvantaged were proficient in reading and 81% were proficient in math. During this same time-frame, 78% of socio-economically disadvantaged fourth graders were proficient in reading and 72% were proficient in math.

In 2013-2014 79% of the fifth grade Hispanic or Latino students were proficient in reading and 83% were proficient in math. During this same time-frame, 75% of fourth grade Hispanic or Latino students were proficient in reading and 78% proficient in math.

The African-American third through fifth grade students in 2013-2014 met or exceeded 81% proficiency in math. During this same time-frame, 87% of the third grade African-American students were proficient in reading.

In 2013-2014 89% of the fourth and fifth grade white students were proficient in reading. During this same time-frame, 96% of white 5th grade students were proficient in math.

Pembroke Pines-Florida State University Charter Elementary School's teacher stability, high quality staff development trainings, intensive interventions, and low teacher turnover rate are some of the mitigating factors in the school's success. Teachers are highly qualified and dedicated to students' success.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Self-reflection and frequent data reviews are vital for student growth opportunities. Teachers consult vertically with their colleagues to ensure benchmarks are adequately addressed and thoroughly covered minimizing educational gaps of instruction and learning. Outside consultants review and meet with teachers reviewing classroom, school and proficiency data trends in reading and math. The curriculum specialist facilitates professional development and quarterly data chats using Florida Assessments for Instruction in Reading (FAIR,) Acaletics and Performance Matters data. In addition, administration also reviews several data reports and shares feedback with the teachers. Furthermore, the results of standardized tests scores are reviewed and analyzed each year.

Struggling readers are brought through the Response to Intervention (RTI) process for a comprehensive review to seek the underlining deficiency of the learner. The RTI team is comprised of the principal, assistant principal, curriculum specialist, guidance counselor, reading specialist, classroom teacher and parent. Through data reviews, striving students are placed on Tier 2 or Tier 3 interventions to remediate

gaps. Parents give input and have their questions about the deficiencies clearly outlined.

Parents are informed of students' grades through a web-based electronic gradebook. They also meet with teachers to review data. Students also are encouraged to reflect on their own work.

The school utilizes many diagnostic, formative, and summative assessments to monitor individual student gains. For instance, the Accelerated Reader Program assesses, monitors, and creates an individualized learning goal for every student, based on data. Students are administered a diagnostic reading test which provides trajectory learning goals according to their results. The teachers conference with students to help them meet and exceed their individualized quarterly goals, to increase vocabulary, comprehension, and fluency skills.

Assessments are used to determine instructional practices. Teachers use standardized tests, informal assessments, and monitoring tools to make curricular decisions. Data is frequently analyzed and used to make wise choices.

Part VI School Support

1. School Climate/Culture

Pembroke Pines-Florida State University Charter Elementary School's administration, teachers and support staff share a common vision of the importance of excellent academic instruction and the need to support students' social-emotional needs.

Common planning time for grade level teams is provided to give teachers opportunities to collaboratively discuss and resolve curricular issues and coordinate lesson plans. Teachers feel less alone, more supported and more capable of tackling issues their students may be facing academically, socially, or emotionally.

The Collaborative Problem Solving Team composed of reading specialist, curriculum specialist, school counselor, and administration oversees the Response to Intervention (RtI) process and meets routinely to provide support to teachers by assisting them with academic, social and behavioral interventions.

In addition, services are provided that address the social-emotional needs of each child. The school has an onsite full-time guidance counselor who supports student needs through small and large group sessions, classroom visits, individual sessions, and research-based programs. The school offers several programs to ensure all students develop positive character traits. For instance, Kids of Character, a program in conjunction with the South Florida Sun Sentinel that recognizes two students in each class who exhibit the character trait for the month; GRADE, a gang and drug prevention program in partnership with the City's police department; and K-Kids, a student branch of the community service organization Kiwanis Club are all programs that the school has implemented throughout the years.

Cultivating character is a key focus of the school. Teachers and staff members provide personalized educational experiences for students. Positive character traits are praised and students are motivated to achieve. The school participates in a character education program that highlights citizenship and responsible actions. As a 'bucket-filling' school, empathy and compassion are a fundamental aspect of the school culture. Students are also encouraged to demonstrate positive behaviors in order to be invited to the 'Give Me Five' program, which is a proactive discipline plan that rewards students for exhibiting and maintaining good behavior.

Pembroke Pines-Florida State University Charter Elementary School prides itself in having a positive and inclusive environment which fosters collaboration among teachers, students, parents, and all stakeholders. Students feel that they can safely take those risks that are part of exploration and constructivism and experience success.

2. Engaging Families and Community

Pembroke Pines-Florida State University Charter Elementary School has been extremely successful in engaging families and collaborating with community members throughout the years. The school's stakeholders are active and involved in the school's activities and programs.

The Parent Teacher Association (PTA) of the school is vigorously active in participating and managing school activities, as well as assisting with clubs and organizations. The volunteers are truly valued and appreciated at the school. Parents chair activities, assist teachers, attend meetings, participate in incentive programs, and help elsewhere when needed. For instance, parent volunteers run a Fact Friday program where students are provided with incentives to complete math worksheets accurately. Parents also run the Meet the Masters program where students are introduced to famous artists and then try to replicate their style by producing unique, individual masterpieces of their own. The Reflections program is another activity that allows students to showcase their artwork in the community. Parents also run the Pat on the Back program which honors exemplary teachers and staff members. The PTA and parent volunteers participate and assist in the drama productions, the honor roll ceremonies, dance team performances, art shows, behavior incentive programs, physical fitness activities, and many more programs.

The school also participates in the Kids and the Power of Work (KAPOW) program. Students in second and fifth grades are able to receive lessons from a community volunteer about citizenship and character. They learn about the individual's occupation and are encouraged to focus on academics and behavior in order to become successful members of society. At the completion of the program, the students then go on a field trip as a culminating activity to further enhance their learning experiences.

All Pro Dads is another very popular program that invites fathers to the school to share breakfast and meaningful discussions with their children, other dads, and students. Topics have ranged from strengthening home-school connections to Internet safety. This promotes parent involvement and gives an opportunity for fathers to be more involved in the school.

Students from the Pembroke Pines Charter High School often volunteer at the school to assist students and teachers. In addition, community members come to the school to read books, serve as guest speakers, participate in career day, and assist students with various tasks and activities. The City of Pembroke Pines officials and employees often visit the school and are involved in many of the school's functions. They participate in activities and encourage students to succeed.

By involving community members and families, the school successfully equips students with opportunities to excel in much more than academics. Therefore, Pembroke Pines-Florida State University Charter Elementary School is able to educate the 'whole child.'

3. Professional Development

Pembroke Pines-Florida State University Charter Elementary School's professional development program is a cohesive and comprehensive approach designed to provide teachers and staff with high quality training focused on increasing students' achievement. Professional development (PD) trainings are aligned to district- and school-wide initiatives that adhere to federal, state, and local educational policies. Support and direction for professional development are provided to teachers through ongoing Professional Learning Communities (PLC) meetings, district-based professional development opportunities, courses, and additional resources such as webinars and online forums. The PDs are aligned to the new rigorous state standards as well as targeted goals set forth in the School Improvement Plan.

Sustaining a culture of collaboration, the PDs are focused on improving and increasing capabilities of teachers through shared leadership and collective learning. Prior to teachers participating in school-based PDs, individual Professional Growth Plans (PGP) are created to evaluate and reflect on individual teaching practices based on classroom data. Over the years, the students have shown increased learning gains based on the implementation of instructional practices due to professional growth plans.

The analysis of the PGPs and self-assessments allow teachers to set learning targets as they participate in an informal or formal PLC. This sometimes presents a challenge as teachers have limited time during the school day. PLCs involve teachers working collaboratively to share learning outcomes from educational activities and engaging in meaningful discussion about students' academic performance. Scheduling these meetings during common planning time ensures that teachers participate.

This school year, PLC teams meet regularly to discuss, reflect, and implement information from online courses. The courses developed by leading education experts give teachers a more in-depth analysis to the Florida Standards and their impact on student learning. Through these courses, teachers learn effective instructional practices with the use of data to increase student performance. Teachers share their findings from each course and present to their team for implementation. The curriculum specialist is provided with a reflection log with team minutes on the discussion of the courses and how they will be implemented in the classroom. School administrators conduct classroom observations and walkthroughs to monitor the implementation of professional development follow-up activities.

Shared values and shared vision play an integral part in maintaining a strong professional development program. 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. This collaborative process is repeated in the

PLCs, horizontal and vertical alignment team meetings, and administration data chats to ensure program effectiveness.

4. School Leadership

The leadership philosophy of Pembroke Pines-Florida State University Charter Elementary School is to provide a safe, equal opportunity learning environment for its student body and ensure constant professional development opportunities for its staff. The principal, assistant principal, and the entire leadership team work daily towards this goal. The entire staff is committed to ensuring an optimal learning and working environment for all.

The administrators of the school strive to provide students, staff, and families with an environment that is open to all stakeholders. They have an 'open-door' policy that allows all who enter an opportunity to discuss issues, plan activities, and develop programs. Teachers and staff members participate in daily decision-making and share in the planning of programs, activities, and curriculum. They hold many leadership roles in the school and are encouraged to make decisions that would benefit the students.

The leadership team includes the principal, assistant principal, guidance counselor, curriculum specialist, reading specialist, and administrative assistant. This group meets regularly to plan and reflect on school programs and initiatives. In addition, grade level team leaders meet regularly with administration and the curriculum specialist to discuss curriculum, policies, and procedures. The school also has a Safe Team that includes several office staff members, the School Resource Officer, and administration.

Many committees are a part of the school climate and allow teachers and staff members to serve as leaders. The school has a Collaborative Problem Solving Team that meets regularly for Response to Intervention which addresses, analyzes, and assists striving students in making academic and behavioral gains.

Teachers conduct staff development trainings and share best practices with the faculty, as well as serve as PLC chairpersons. Teachers also serve as mentors and assist new hires, while chairing many school-wide committees. These include the writing committee, family night committee, technology committee, and sunshine committee.

Shared decision making plays a vital role at the Pembroke Pines-Florida State University Charter Elementary School. For instance, interviews for new positions are typically conducted as a group interview to ensure a varied and well-rounded outcome. Teachers are able to ask questions of the applicants and determine who would be the best fit for the school.

The principal and assistant principal interact and communicate daily with community members, parents, and other stakeholders in order to continuously provide a climate that focuses on student achievement and success. They listen to ideas and consistently provide feedback to others.

Overall, the leadership philosophy at Pembroke Pines-Florida State University Charter Elementary School is one that motivates, supports, and encourages others to be involved in decision making at the school to secure a safe and productive learning environment for all.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT 2.0/FCAT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	91	91	83	76	85
Level 4 or above	63	64	54	44	55
Number of students tested	111	111	120	119	122
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	81	85	77		73
Level 4 or above	48	46	35		62
Number of students tested	21	26	26	1	15
2. Students receiving Special Education					
Level 3 or above	77	64	52	52	52
Level 4 or above	39	28	24	24	23
Number of students tested	13	14	17	21	27
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	90	84	80	76	
Level 4 or above	58	56	50	37	
Number of students tested	40	43	46	41	
5. African- American Students					
Level 3 or above	94	97	81	73	76
Level 4 or above	58	58	48	40	39
Number of students tested	31	29	37	40	38
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Level 3 or above	90				
Level 4 or above	90				
Number of students tested	10				
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	88	92	87	79	90
Level 4 or above	71	80	55	65	63
Number of students tested	24	25	31	29	59
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT 2.0/FCAT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	85	83	84	81	85
Level 4 or above	66	57	57	56	49
Number of students tested	125	133	127	118	121
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	72	71	69		86
Level 4 or above	34	26	31		32
Number of students tested	18	24	29	1	22
2. Students receiving Special Education					
Level 3 or above	50	63	59	43	36
Level 4 or above	38	42	24	29	14
Number of students tested	16	19	17	21	14
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	82	78	85	74	
Level 4 or above	62	47	60	56	
Number of students tested	49	49	48	50	
5. African- American Students					
Level 3 or above	81	80	80	75	74
Level 4 or above	55	56	45	40	33
Number of students tested	27	41	40	32	43
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	79	87	87	96	91
Level 4 or above	36	64	70	62	57
Number of students tested	28	31	30	24	56
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>FCAT 2.0/FCAT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	88	80	82	80	82
Level 4 or above	65	47	53	47	56
Number of students tested	127	130	124	121	111
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	57	67	72		80
Level 4 or above	28	37	31		54
Number of students tested	14	30	32		15
2. Students receiving Special Education					
Level 3 or above	78	53	35		
Level 4 or above	28	24	20		
Number of students tested	18	17	20	8	
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	83	80	80	80	
Level 4 or above	64	46	54	55	
Number of students tested	48	50	54	45	
5. African- American Students					
Level 3 or above	85	72	70	70	69
Level 4 or above	57	41	45	30	45
Number of students tested	39	39	33	40	36
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	96	84	96	92	87
Level 4 or above	68	61	59	51	55
Number of students tested	28	31	24	24	53
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT 2.0/FCAT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	86	79	77	73	79
Level 4 or above	62	54	54	39	61
Number of students tested	111	111	120	119	122
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	86	81	73		73
Level 4 or above	57	39	34		40
Number of students tested	21	26	26	0	15
2. Students receiving Special Education					
Level 3 or above	77	29	29	33	37
Level 4 or above	31	14	24	15	15
Number of students tested	13	14	21	21	27
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	85	67	74	66	
Level 4 or above	65	52	52	39	
Number of students tested	40	43	46	41	
5. African- American Students					
Level 3 or above	87	83	73	78	68
Level 4 or above	58	48	51	38	47
Number of students tested	31	29	37	40	38
6. Asian Students					
Level 3 or above	90				
Level 4 or above	90				
Number of students tested	10				
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	79	92	87	76	83
Level 4 or above	50	56	62	48	66
Number of students tested	24	25	31	29	59
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT 2.0/FCAT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	80	84	84	81	85
Level 4 or above	58	57	51	57	58
Number of students tested	124	134	127	118	121
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	78	71	79		86
Level 4 or above	28	37	38		50
Number of students tested	18	24	29	1	22
2. Students receiving Special Education					
Level 3 or above	40	47	65	43	50
Level 4 or above	20	21	29	15	35
Number of students tested	15	19	17	21	14
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	75	80	85	76	
Level 4 or above	59	53	52	58	
Number of students tested	48	49	48	50	
5. African- American Students					
Level 3 or above	68	83	83	75	81
Level 4 or above	45	61	53	47	54
Number of students tested	31	41	40	32	43
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	89	91	83	96	88
Level 4 or above	57	56	50	58	47
Number of students tested	28	31	30	24	56
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT 2.0/FCAT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	83	80	81	76	87
Level 4 or above	51	45	59	47	57
Number of students tested	127	130	124	121	111
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	50	77	69		87
Level 4 or above	21	30	34		73
Number of students tested	14	30	32	0	15
2. Students receiving Special Education					
Level 3 or above	39	65	20		
Level 4 or above	11	24	15		
Number of students tested	18	17	20	8	8
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	79	82	76	78	
Level 4 or above	54	42	59	55	
Number of students tested	48	50	54	45	
5. African- American Students					
Level 3 or above	82	82	76	75	83
Level 4 or above	49	47	45	33	56
Number of students tested	39	39	33	40	36
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	89	81	100	67	89
Level 4 or above	46	51	67	51	57
Number of students tested	28	31	24	24	53
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: