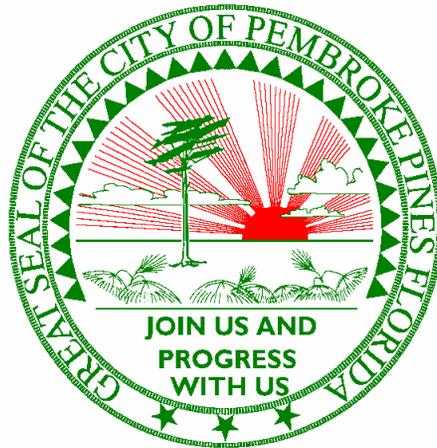


CITY OF PEMBROKE PINES EARLY DEVELOPMENT CENTER CENTRAL CAMPUS

School Improvement Plan

2011-2012



Board of Commissioners

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Kenneth Bass, Principal
Susan L. Cohen, Site Supervisor

MISSION STATEMENT

The City of Pembroke Pines Early Development Center Central Campus envisions a professional team of educators, fostering parent and community partnerships with the purpose of inspiring students to reach their individual potential. We envision a standards based, inclusive, and challenging curriculum that stimulates learning and creativity in a positive and safe environment.

VISION STATEMENT

Nurturing partnerships with our families, we strive to teach our leaders of tomorrow; educating the whole child while embracing their uniqueness and creativity. Our motto is:
LEARNERS TODAY..... LEADERS TOMORROW.....

OUR PHILOSOPHY

Research has shown that most of the child's potential for learning is established by age 6. During these early years, children need a stimulating environment which will enable them to build their own knowledge through many and varied opportunities to see, hear, smell, taste and feel. This includes opportunities to be "little scientists", to explore and experiment, to question and guess, to fail and try again.

Through research, we also know that young children learn primarily through play. In play, children feel the freedom to try out new ideas, practice skills and imitate adult roles.

As competent teachers plan activities and direct opportunities for children to work and play together, children learn to get along with others and to feel good about themselves. These experiences effect their growth and all learning for the rest of their lives.

We believe basic care routines provide as much opportunity for meaningful learning to occur as experiences planned for circle times and learning centers. Instruction in hand washing and toileting, sensible eating and proper care of materials is as important to a well-planned curriculum as learning colors, shapes and letters.

Above all, we recognize, value and respect the sanctity and uniqueness of the individual that is your child.

The City of Pembroke Pines Early Development Center Central Campus is an AdvancED accredited early development center located in Pembroke Pines, southwest Broward County, Florida. There are currently 200 children ranging in age from two-years old to five-years old in the school. The classrooms consist of two classes of two-year olds, three classes of three-year olds and five classes of four-year olds.

The racial makeup of the city as of the 2010 Census Population is 67.3% Caucasian, 41.4% Hispanic or Latino origin, 19.8% African American, 0.3% Native American, 4.9% Asian, and 3.3% from two or more races (Hispanics may be of any race, so also are included in applicable race categories).

The School makeup as of October, 2011 is as follows:

Gender: Male: 49%

Female: 51%

Race: White: 75%

Black or African American: 18%

Chinese: 1%

Vietnamese: 1%

Other Asian: 3%

Some Other Race: 2%

White and Black or African American: 1%

White and Asian: 1%

Unknown: 1%

Ethnicity: Not Spanish/Hispanic/Latino: 57%

Cuban: 3%

Panamanian: 1%

Argentinean: 2%

Colombian: 1%

Ecuadorian: 1%

Venezuelan: 1%

Spaniard: 1%

Unknown Hispanic: 17%

Other Hispanic: 18%

IFSP/IEP Status: Children Without IFSP: 100%

Children With IFSP: 0%

Children Without IEP: 100%

Children With IEP: 0%

Funding Source(s): Child Care: 200

Age or Class/Grade: 2 to 3 years (Yellow): 18%

Preschool 3 class/grade (Green): 33%

Pre-K 4 class/grade (Blue): 50%

Primary Language: English: 96%

Spanish: 2%

Chinese (all dialects): 1%

Vietnamese: 1%

Russian: 1%

4% of the student population receives financial assistance from either Family Central or the National Association of Child Care Resource & Referral Agencies (NACRRA). The teacher population is 80% Hispanic and 20% Caucasian. The school's administrative staff is 75% Hispanic and 25% Caucasian.

My name is Susan L. Cohen, and as the Site Supervisor of the Early Development Center Central Campus for the past eight years, I supervise the day to day operations of the center and maintain a culturally-sensitive, non-discriminatory and inclusive environment and curriculum based on sound principles of child development and professional standards.

My early childhood education program is fortunate to be in the City of Pembroke Pines, Florida. Our local and city government agencies and the businesses openly embrace our program and are actively involved in the early childhood education cause. City and business leaders devote time, know-how, and resources in the effort to improve early childhood education in our community.

Our Career Week participants include many of our parents, who are members of the city's Police and Fire Departments, physicians, nurses, pharmacists and radiologists from the local hospital, teachers and principals from the city's Charter Schools, city workers from the Public Services and Parks and Recreations Departments and chefs from local restaurants. Career Week gives the school a chance to honor and respect all types of workers and jobs within our community. The week also gives our business and government leaders the opportunity to reflect on the economic and social costs to

individuals, communities, state and federal governments of not taking action on early childhood education. The costs are far too great to ignore.

Our Early Development Center has a strong relationship with our charter elementary school which provides Reading Buddies Literacy and Muddy Buddies Science programs for our classes. Our Voluntary Prekindergarten (VPK) classes visit the charter school kindergarten classes during the school year in an effort to prepare them for the next chapter of their education.

Aim: <input checked="" type="checkbox"/> High Level of Learning <input type="checkbox"/> Enhanced Customer Satisfaction <input type="checkbox"/> Effective Use of Resources (administrative focus)
Results (Current Conditions): The preschool program is currently using various assessments.
Goal & Measure: Implement an assessment program that aligns with The Creative Curriculum.
Leadership (Who is Responsible?) Site Supervisor, Curriculum Specialist, Preschool Staff

Processes/Human Resources What do we need to do?	Timeline When will it be Accomplished?	Leadership Who is Responsible?	Measures How will we know these are successful?	Dates Of Review
*Acquire training and information from workshops, in-service trainings and labs relating to The Creative Curriculum Teaching Strategies Gold Assessment	September/October 2011	Curriculum Specialist Site Supervisor, Family Central, Head Start VPK Teacher	Team meetings to review training	November, 2011
*Acquire/develop necessary materials	October, 2011	Curriculum Specialist, Site Supervisor	Materials available for use	September, 2011
*Conduct assessment three (3) times during the school year	October, 2011, February, March, 2012	Preschool Teachers	Documentation of student progress	October, 2011, February, March, 2012
*Review and evaluate assessment procedures	October, 2011, February, March, 2012	Preschool Teachers, Curriculum Specialist, Site Supervisor	Team meetings with Site Supervisor to review	October, 2011, February, March, 2012

Aim:	<input checked="" type="checkbox"/> High Level of Learning	<input checked="" type="checkbox"/> Enhanced Customer Satisfaction	<input type="checkbox"/> Effective Use of Resources (administrative focus)
Results (Current Conditions): School does not use rating scale that offers clear descriptors of what constitutes quality care across a broad range of issues.			
Goal & Measure: Utilize a research based instrument that offers a clear, organized, and all inclusive framework for program analysis: The Early Childhood Environmental Rating Scale - Revised (ECERS-R) and the Infant/Toddler Environment Rating Scale - Revised (ITERS-R).			
Leadership (Who is Responsible?) Site Supervisor, preschool staff			

Processes/Human Resources What do we need to do?	Timeline When will it be Accomplished?	Leadership Who is Responsible?	Measures How will we know these are successful?	Dates Of Review
Acquire information and training from workshops relating to the Early Childhood Environmental Rating Scale - Revised (ECERS-R) and the Infant/Toddler Environment Rating Scale - Revised (ITERS-R).	June, 2012	Site Supervisor, Curriculum Specialist and teaching staff	Acquire necessary materials and training dates	June, 2012
Acquire required materials.	August, 2012	Site Supervisor	Materials available for use by teaching staff and children	August, 2012
Conduct assessment during the school year.	August, 2013	Broward County Quality Rating System Assessors	Documentation of a star rating. Program's star rating meets high standards - 5*	August, 2013

Aim:	<input checked="" type="checkbox"/> High Level of Learning	<input type="checkbox"/> Enhanced Customer Satisfaction	<input type="checkbox"/> Effective Use of Resources (administrative focus)
Results (Current Conditions): Language development and literacy learning consists of structured sit down lessons. flash card drills, and worksheets.			
Goal & Measure: Implement a program that focuses on oral language, reading aloud, and language play (phonological awareness) to address preschool language and literacy learning. Teaching Strategies Gold Assessments, work sampling.			
Leadership (Who is Responsible?) Site Supervisor			

Processes/Human Resources What do we need to do?	Timeline <i>When will it be Accomplished?</i>	Leadership <i>Who is Responsible?</i>	Measures <i>How will we know these are successful?</i>	Dates Of Review
Focus on oral language Have interesting, extended conversations. Answer questions with thoughtful, thorough responses. Help children tell or retell stories as they view pictures.	October, 2011, January, April, June, 2012	Site Supervisor, Curriculum Specialist	Teaching Strategies Gold Assessments, work sampling.	October, 2011, January, April, June, 2012
Read aloud stories Whole class and in small groups. Pause for mini-discussions	October, 2011, January, April, June, 2012	Site Supervisor, Curriculum Specialist	Teaching Strategies Gold Assessments, work sampling.	October, 2011, January, April, June, 2012
Play with language - Phonological awareness Use playful, interactive experiences, not sit down, Structured lessons. Use familiar environmental sounds. Use rhyming.	October, 2011, January, April, June, 2012	Site Supervisor, Curriculum Specialist	Teaching Strategies Gold Assessments, work sampling.	October, 2011, January, April, June, 2012

Aim: High Level of Learning Enhanced Customer Satisfaction Effective Use of Resources (administrative focus)

Results (Current Conditions): Teacher staff is not enrolled in a course of study that will lead them to an associate's degree or bachelor's degree in education or a Florida Child Care Professional Credential.

Goal & Measure: 50% (12) of teaching staff who do not have a Florida Child Care Professional Credential or an associates or bachelor's degree will obtain an associate's or bachelor's degree in education or a Florida Child Care Professional Credential.

Leadership (Who is Responsible?) Site Supervisor, teaching staff.

Processes/Human Resources What do we need to do?	Timeline <i>When will it be Accomplished?</i>	Leadership <i>Who is Responsible?</i>	Measures <i>How will we know these are successful?</i>	Dates Of Review
Assist 50% (12) of teaching staff who do not have at least a Florida Child Care Professional (FCCPC), to enroll in a regionally accredited institution of higher education, which may include distance learning and online coursework, leading to a FCCPC, or an associate's or bachelor's degree in education.	June , 2012	Site Supervisor, teaching staff	Enrollment papers	June, 2012
50% (12) of teaching staff who do not have at least a Florida Child Care Professional (FCCPC), will actively participate in a course of study leading to a FCCPC, associate's or bachelor's degree in education.	June, 2015	Site Supervisor, teaching staff	FCCPC, AA, or BA diploma on file	June, 2015

Aim: High Level of Learning Enhanced Customer Satisfaction Effective Use of Resources (administrative focus)

Results (Current Conditions): Preschoolers need to learn to make good decisions, begin trusting others and learn empathy and compassion.

Goal & Measure: We will focus on Character Education in the 2011-2012 school year. Children will learn the traits of courage, good judgment, integrity, kindness, perseverance, respect, responsibility, self-discipline. Certificates will be awarded to students for showing good character.

Leadership (Who is Responsible?) Administration and teachers

Processes/Human Resources What do we need to do?	Timeline When will it be Accomplished?	Leadership Who is Responsible?	Measures How will we know these are successful?	Dates Of Review
Character Education monthly schedule	Ongoing	Administration, teachers	Schedule will be posted.	Ongoing
Monthly Character Education student spotlight on front bulletin board.	Ongoing	Teachers	Pictures will be posted on front bulletin board	Ongoing
Student recognition program monthly	Ongoing	Teachers	Certificates will be awarded to students for showing good character.	Ongoing

Aim:	<input type="checkbox"/> High Level of Learning	<input checked="" type="checkbox"/> Enhanced Customer Satisfaction	<input type="checkbox"/> Effective Use of Resources (administrative focus)
Results (Current Conditions): School program currently has few formal and informal opportunities for parent support and involvement.			
Goal & Measure: Implement a program that will increase parent involvement with regular scheduled workshops at the Early Development Center Central.			
Leadership (Who is Responsible?)			

Processes/Human Resources What do we need to do?	Timeline When will it be Accomplished?	Leadership Who is Responsible?	Measures How will we know these are successful?	Dates Of Review
Survey parents to identify workshop topics for preschool parents	October 2011	Site Supervisor	Parent participation, feedback surveys, and team meetings to review	October 2011
Develop a schedule to provide four workshops throughout the school year	October 2011	Site Supervisor	Schedule made and distributed	October 2011
Host parent workshops	October/December 2011 February/April 2012	Site Supervisor, Preschool Teachers	Parent participation, feedback surveys, and team meetings to review	October/December 2011, February/April 2012 F

Aim:	<input checked="" type="checkbox"/> High Level of Learning	<input type="checkbox"/> Enhanced Customer Satisfaction	<input checked="" type="checkbox"/> Effective Use of Resources (administrative focus)
Results (Current Conditions): Program needs to establish partnerships with local businesses.			
Goal & Measure: The business will provide equipment or funds for the school program, while the school will reciprocate by either publicly giving credit to the business.			
Leadership (Who is Responsible?) Site Supervisor			

Processes/Human Resources What do we need to do?	Timeline When will it be Accomplished?	Leadership Who is Responsible?	Measures How will we know these are successful?	Dates Of Review
Draw up a list of local businesses.	November 2011	Site Supervisor, administration	List will be generated	November 2011
Meet with businesses and draw up a definite set of goals.	January 2012	Site Supervisor, administration	Goals will be posted.	January 2012
Business will supply school with equipment and/or funds. School will publicly give credit to the business	January, 2012	Site Supervisor, administration	Needs memo generated	January 2012
Keep businesses updated on children's accomplishments and day-to-day operations of school.	February, April, June 2012	Site Supervisor, administration	Letters drafted and sent.	February 2012

Aim:	<input type="checkbox"/> High Level of Learning	<input checked="" type="checkbox"/> Enhanced Customer Satisfaction	<input checked="" type="checkbox"/> Effective Use of Resources (administrative focus)
Results (Current Conditions): School facility has a need for additional security cameras.			
Goal & Measure: Through fundraising efforts, raise money to purchase two security cameras, one for the playground and one for the front of the building.			
Leadership (Who is Responsible?) Site Supervisor, Administration			

Processes/Human Resources What do we need to do?	Timeline When will it be Accomplished?	Leadership Who is Responsible?	Measures How will we know these are successful?	Dates Of Review
Obtain three quotes for cameras and installation.	October 2011	Site Supervisor, Finance	Receipt of quotes	October 2011
Identify fundraisers.	October 2011	Site Supervisor, Administration, Preschool Teachers.	Compile list of fundraising activities	October 2011
Develop a schedule to hold fundraisers throughout the year.	October 2011	Site Supervisor, Administration	Schedule made and distributed.	October 2011
Hold and advertise fundraisers.	October 2011 - May 2012	Site Supervisor, Administration, Preschool Teachers	Parent participation, funds raised.	October 2011 - May 2012
Purchase and install cameras.	November 2012	Site Supervisor, City of Pembroke Pines Public Services	Cameras installed and operational.	November 2011