Pasadena Lakes Elementary School

2019-20 Schoolwide Improvement Plan

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Pasadena Lakes Elementary School

8801 PASADENA BLVD, Pembroke Pines, FL 33024

[no web address on file]

Demographics

Principal: Janet Williams

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (54%) 2016-17: C (52%) 2015-16: C (47%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"We, the Panther family, are committed to ensure, that all students receive a quality education within a safe and nurturing learning environment."

Provide the school's vision statement.

We, at Pasadena Lakes, believe that it is our civic responsibility to cultivate students who will utilize their knowledge and character, maximizing their potential to improve the world around them.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Williams, Janet	Principal	The role of the Principal is to provide instructional leadership for all educational programs at the school in order to maintain a safe and nurturing learning environment. The Principal prepares and manages the school's budget including keeping an accurate inventory of the school's assets. The Principal must also read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws. The Principal must use effective interview techniques, coaching procedures, and evaluation procedures to ensure instruction takes place at the highest level of rigor to prepare students in a 21st century learning environment. The Principal must enforce collective bargaining agreements, use effective public speaking skills, group dynamics, and interaction and problem-solving skills. In doing this, he/she must maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization and then communicate effectively, both orally and in writing, and through use of technology. Finally, the Principal must be able to and analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year in all subject areas.
Spencer, Mokisha	Assistant Principal	The main role of the Assistant Principal is to assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community. The Assistant Principal is an instructional leader responsible for all curriculum and instructional strategies by ensuring that all educators in the building are displaying an understanding of current educational trends, research and technology. The Assistant Principal is also responsible for the communication of school information, goals, student learning and behavior expectations to all customer groups using effective communication techniques with students, teachers, parents and all community stakeholders.
Williams, Gail	Instructional Coach	The Literacy Coach's role is to support teachers in their daily work. They model and discuss lessons, co-teach lessons, visit classrooms, and provide feedback to teachers. They are a resource to parents and the community and are uniquely positioned to see the big picture -- the way in which people are working, the impact they're having, the needs of students, teachers and administrators. The Literacy Coach can help others see these big picture and work towards systemic changes. They support the process of gathering data, information and resources so that changes can be effective. They also use an inquiry process approach to ask questions and explore root causes.
Balboa, Clara	Instructional Coach	The Instructional Coach, serves as an instructional leader by providing teachers with individualized support in order to improve their practice and their ability to analyze student work and data. The Instructional Coach provides teachers with targeted, research-based instructional practices and intervention strategies for all literacy learners, in order to improve student achievement. This occurs through observations, literacy-focused modeling, consultation, and planning. The role of a Instructional Coach also consists of engaging stakeholders that include, but are not limited to, students, school staff, district

Name	Title	Job Duties and Responsibilities
		staff, families, and members of the community through means such as direct communication, meetings, and outreach activities. The role of a Instructional Coach, consists of being a part of the decision making process, by serving on the school's leadership team. As a member of the team, the Instructional Coach facilitates professional literacy learning school-wide, collaborates with administration in areas such as literacy instruction to sustain and increase student achievement.
Boos-Patton, Christina	Teacher, ESE	The role of the ESE Specialist is to serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. In addition, the ESE Specialist will coordinate required ESE meetings, provide information to school-based personnel on a variety of topics to include updating staff on policy changes, and assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. In addition, the ESE Specialist will meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities and provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	77	87	87	96	96	0	0	0	0	0	0	0	511
Attendance below 90 percent	32	17	18	16	20	14	0	0	0	0	0	0	0	117
One or more suspensions	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	23	25	28	0	0	0	0	0	0	0	76

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	1	5	6	9	0	0	0	0	0	0	0	23

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
47

Date this data was collected or last updated
Tuesday 8/27/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	10	16	11	15	18	0	0	0	0	0	0	0	88
One or more suspensions	0	3	0	1	4	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	29	32	33	0	0	0	0	0	0	0	94

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	5	10	0	0	0	0	0	0	0	20

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	59%	57%	50%	55%	55%
ELA Learning Gains	55%	60%	58%	56%	58%	57%
ELA Lowest 25th Percentile	39%	54%	53%	73%	53%	52%
Math Achievement	66%	65%	63%	60%	61%	61%
Math Learning Gains	64%	66%	62%	56%	63%	61%
Math Lowest 25th Percentile	49%	53%	51%	45%	52%	51%
Science Achievement	45%	46%	53%	23%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	68 (0)	77 (0)	87 (0)	87 (0)	96 (0)	96 (0)	511 (0)
Attendance below 90 percent	32 ()	17 ()	18 ()	16 ()	20 ()	14 ()	117 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	1 (0)	3 (0)	4 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	23 (0)	25 (0)	28 (0)	76 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	60%	6%	58%	8%
	2018	50%	59%	-9%	57%	-7%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	49%	62%	-13%	58%	-9%
	2018	59%	58%	1%	56%	3%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				
05	2019	57%	59%	-2%	56%	1%
	2018	45%	56%	-11%	55%	-10%
Same Grade Comparison		12%				
Cohort Comparison		-2%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	65%	5%	62%	8%
	2018	60%	63%	-3%	62%	-2%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	66%	67%	-1%	64%	2%
	2018	61%	63%	-2%	62%	-1%
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2019	60%	64%	-4%	60%	0%
	2018	64%	62%	2%	61%	3%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	49%	-5%	53%	-9%
	2018	47%	51%	-4%	55%	-8%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	40	31	39	54	40	28				
ELL	60	55	40	68	65	50	50				
ASN	69	75		94	75						
BLK	36	32		55	56		21				
HSP	64	60	32	66	67	50	47				
MUL	53	69		53	69						
WHT	66	46		74	54		40				
FRL	57	55	45	67	65	45	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	26	19	34	44	37	8				
ELL	44	46		59	51		33				
ASN	79	75		93	100						
BLK	32	40	43	53	62	36	26				
HSP	57	58	44	63	60	53	47				
MUL	44	40		63	64						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	67	59		78	79		76				
FRL	50	53	48	64	67	52	41				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	42	63	21	27	24					
ELL	55	74	91	68	71	71					
ASN	75			75							
BLK	44	55	60	48	57	50	23				
HSP	53	59	76	60	55	50	26				
MUL	50			83							
WHT	45	52	80	64	56		9				
FRL	47	54	73	57	56	50	23				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance for the 2018-2019 school year was our students in our ELA lowest 25% quartile (dropped 3 points from 2017-2018), our school-wide math learning gains (dropped 3 points from 2017-2018), and our 5th grade Science data (dropped 3 points from 2017-2018). Some contributing factors to the decline was the fact that a 5th grade Math and Science Teacher resigned mid year and a certified non-classroom teacher had to assume responsibility of the class. We have also identified that over a four year trend our math learning gains for all students and the lowest 25% have decreased.

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

The data component that showed the greatest decline is our 5th grade science, ELA lowest 25% and math learning gains all dropped by 3% points. After reviewing our trend data from the Benchmark Assessment system (BAS), it has been noted that many of our students in the lowest 25% are struggling readers who lack foundational skills such as phonemic awareness, phonics and fluency. Due to this analysis, we have shifted some of our focuses on providing explicit instruction in foundational skills in our primary grades.

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

The data component that had the greatest gap when compared to the state average was our ELA lowest 25%. The contributing factor to this decline is the fact that the certified non-classroom teacher that supported this subgroup had to replaced a classroom teacher that resigned.

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

The data component that showed the most improvement was our ELA achievement data (6 points increase 2017-2018 School year). We focused heavily on supporting our primary grades with ensuring all teachers were provided with resources and training to ensure all students received explicit instruction in needed foundational skills.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reflecting on EWS data our 2018-19 Kindergarten students who are currently First graders, their attendance shows 32.4 students below 90%. Also 4th graders from 2018-19, who are now 5th graders 25% scored a level 1in either ELA or Math.

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

1. Focusing on the lower quartile students and subgroups (ELA and Math).
2. Ensuring that all grade levels are teaching science.
3. Continue focusing on Teachers implementing phonics instruction.

4. Continue weekly PLCs that focus on school data and personalizing student instruction.
5. Increasing the amount of hands on activities in both math and science.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	The ELA Learning Gains for Lowest 25th Percentile will increase by 10 percentage points.
Rationale	Our ELA learning gains for the lowest 25th percentile dropped 3 percentage points from the previous year. As stated abouve thi is caused by a lack of targeted interventions to assist with closing the gap afor students with reading deficts. These students include our studetns with disbilities and African American students, which is our areas of concern. Overall, these aras were identified due to having our students not making the necessary gains to show yearly growth. As a school, our primary focus is on ensuring that all students have the opportunity to show adequate growth by the end of the year.
State the measurable outcome the school plans to achieve	At the end of the 2019-20 school year, Pasadena Lakes Elementary's ELA Learnign Gains for the lowest 25th percentile will incrase by 10 points to 49%, as measured by the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Janet Williams (janet.williams@browardschools.com)
Evidence-based Strategy	This year we disaggregated our data and identified students within the aforementioned subgroups and will target them through small group instruction. Within, the small groups teachers and support staff will focus on specific deficite areas and groups may be fluid. We will utilize School City Assessments to measure if students were able to master the standards focused on. Classrooms teachers were provided with an instructional focus calendar that rotates in three week cycles. During the cycles, teachers must plan instruction utilizing the gradual release model, tracking student progress and creating centers that not only reinforce the skill but also reaches back to address areas of concerns. Our goal is to individual instruction to be able to meet the needs of all students and ultimately see growth by all subgroups as measured by the FSA.
Rationale for Evidence-based Strategy	Based on past research and past data trends, we have seen that students are able to master more concepts during strategically focused small group instruction. Students through the gradual release model will have an opportunity to demonstrate their knowledge of the concept and to track their performance in their goal folders. School City equips teachers with extensive content and professionally designed assessments to be able to create instructional tools that drive instruction and learning.
Action Step	
Description	1. Data anaylsis of current student mastery 2. Created a Instructional Focus Calendar (IFC) to be used by staff to ensure that all standards are covered 3. Plan standards based lessons and assessments based upon the IFC 4. Instruct using standards based materials focusing on the gradual release model. 5. Administer standards based assessment 6. After analysis, provide reteach, review and/or enrichment.
Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

#2	
Title	Students with Disabilities will increase by 5 percentage points.
Rationale	Pasadena Lakes Elementary is an all inclusive school which incompasses a Autism Spectrum Disorder Cluster (ASD), where students are tested on grade level standards. However, students within our ASD cluster are currently two grade levels or more below their current grade level. Students with disabilities make up about 30% of our school population. For the 2018-19 school year we replaced our ESE Support Facilitator and saw an increase of 4% points in ELA Achievement, 13% points in ELA Learning Gains, and 10% points in our Lowest Quartile.
State the measurable outcome the school plans to achieve	At the end of the 2019-20 school year, Pasadena Lakes Elementary's ELA Learnign Gains for students with disabilities will increase by 5 points to 42%, as measured by the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Christina Boos-Patton (christina.boos-patton@browardschools.com)
Evidence-based Strategy	This year we disaggregated our data and identified students within the aforementioned subgroups and will target them through small group instruction. Within, the small groups teachers and support staff will focus on specific deficite areas and groups may be fluid. We will utilize School City Assessments to measure if students were able to master the standards focused on. Classrooms teachers were provided with an instructional focus calendar that rotates in three week cycles. During the cycles, teachers must plan instruction utilizing the gradual release model, tracking student progress and creating centers that not only reinforce the skill but also reaches back to address areas of concerns. Our goal is to individual instruction to be able to meet the needs of all students and ultimately see growth by all subgroups as measured by the FSA. The ESE Support Facilitator also pulls students to work on remediation and maintenance of skills.
Rationale for Evidence-based Strategy	Based on past research and past data trends, we have seen that students are able to master more concepts during strategically focused small group instruction. Students through the gradual release model will have an opportunity to demonstrate their knowledge of the concept and to track their performance in their goal folders. School City equips teachers with extensive content and professionally designed assessments to be able to create instructional tools that drive instruction and learning. Students are also monitored through the ESE process, RtI, and ESE Support Facilitator.

Action Step	
Description	1. Data anaylsis of current student mastery 2. Created a Instructional Focus Calendar (IFC) to be used by staff to ensure that all standards are covered 3. Plan standards based lessons and assessments based upon the IFC 4. Instruct using standards based materials focusing on the gradual release model. 5. Administer standards based assessment 6. After analysis, provide reteach, review and/or enrichment. 7. Gather and analyze data for RtI if needed. 8. Monitor student progress through the Individual Education Plan (IEP) 9. The ESE Support Facilator will use the IEP goals and classroom data to meet the individual needs of the students.

Person Responsible   Christina Boos-Patton (christina.boos-patton@browardschools.com)

#3	
Title	Black/African American Students will increase by 5 percentage points.
Rationale	Our ELA learning gains for the lowest 25th percentile dropped 3 percentage points from the previous year. As stated abouve thi is caused by a lack of targeted interventions to assist with closing the gap afor students with reading deficits. These students include our studetns with disbilities and African American students, which is our areas of concern. Overall, these aras were identified due to having our students not making the necessary gains to show yearly growth. As a school, our primary focus is on ensuring that all students have the opportunity to show adequate growth by the end of the year.
State the measurable outcome the school plans to achieve	At the end of the 2019-20 school year, Pasadena Lakes Elementary's ELA Learnign Gains for Black/African American students will increase by 5 points to 45%, as measured by the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Janet Williams (janet.williams@browardschools.com)
Evidence-based Strategy	This year we disaggregated our data and identified students within the aforementioned subgroups and will target them through small group instruction. Within, the small groups teachers and support staff will focus on specific deficite areas and groups may be fluid. We will utilize School City Assessments to measure if students were able to master the standards focused on. Classrooms teachers were provided with an instructional focus calendar that rotates in three week cycles. During the cycles, teachers must plan instruction utilizing the gradual release model, tracking student progress and creating centers that not only reinforce the skill but also reaches back to address areas of concerns. Our goal is to individual instruction to be able to meet the needs of all students and ultimately see growth by all subgroups as measured by the FSA.
Rationale for Evidence-based Strategy	Based on past research and past data trends, we have seen that students are able to master more concepts during strategically focused small group instruction. Students through the gradual release model will have an opportunity to demonstrate their knowledge of the concept and to track their performance in their goal folders. School City equips teachers with extensive content and professionally designed assessments to be able to create instructional tools that drive instruction and learning.
Action Step	
Description	1. Data anaylsis of current student mastery 2. Created a Instructional Focus Calendar (IFC) to be used by staff to ensure that all standards are covered 3. Plan standards based lessons and assessments based upon the IFC 4. Instruct using standards based materials focusing on the gradual release model. 5. Administer standards based assessment 6. After analysis, provide reteach, review and/or enrichment. 7. Use data to target specific students to attend our afterschool Extended Learning Opportunity (ELO).
Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The same action plan described is being used to ensure all reporting areas improve. Our goal as a school is to incrase overall proficiency in all categories by at least 5%.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Parents will be invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings, parents will be provided information regarding the schools Title 1 allocation. Parents will be allowed to provide input in the development and decision making process of all Title 1 activities.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Social and emotional lessons to assist student with managing one's emotions are taught through social stories to provide concrete examples. Students are recognized for their personal qualities and external supports through the Leader in Me and character Traits program Pawesome Buddies and panther Pride mentoring are additional ways we provide external support to our students to meet their social and emotional needs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Pasadena Lakes Elementary support incoming and outgoing cohorts of students that transition to the next school level by inviting the middle schools to the campus. When the middle school visits our school we allow the students to see the different programs the schools have to offer. We also take a trip to visit the middle school campus to make the transition smooth as students feel comfortable after their visit to the school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Pasadena Lakes leadership identifies and aligns resources by the School Advisory counsel and Forum meetings. During the monthly meetings we assess the needs of all stake holders to ensure needs are met for personnel, instructional, curricular and students. The SAC chair plans the meetings and Title 1 funds are discussed and voted on during these meetings. Stakeholders are made aware of Title 1 funds and how the funds are being used to meet the needs of our students. The school keeps a list of all inventory and inventory checks happen quarterly. During the meetings we vote on whats needed and the area that the need would make the highest impact.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Pasadena Lakes host a Career Day annually to expose our students to various careers. We also host spirit day to represent various colleges. During this week teachers host classroom discussions about various colleges. We also follow Florida State Standards which is geared toward College and Career Readiness.

Part V: Budget

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

1	III.A.	Areas of Focus: The ELA Learning Gains for Lowest 25th Percentile will increase by 10 percentage points.				$2,349.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	2071 - Pasadena Lakes Elementary Schl	School Improvement Funds		$2,349.00
			Notes: Teacher Salaries ELO camps			
2	III.A.	Areas of Focus: Students with Disabilities will increase by 5 percentage points.				$0.00
3	III.A.	Areas of Focus: Black/African American Students will increase by 5 percentage points.				$4,381.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400		2071 - Pasadena Lakes Elementary Schl	Title, I Part A		$4,381.00
			Notes: PRe and Post curriculum planing to preview IFC's and aligning Curriculum Materials and Instructional			
					Total:	$6,730.00